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ABSTRACT

This manual, designed for individuals, agencies, and organizations interested in preventing and intervening in youth violence, is a guide to guides, a map of resources on prevention and intervention. Development of the manual was guided by a number of prevention principles, chiefly, the belief that collaboration is essential for effective youth intervention. It is also recognized that efforts to reduce and eliminate violence should seek to boost protective factors that have been proven to foster resilience. Following an introduction outlining principles of prevention and intervention, Chapter 2 lists 20 resources related to collaboration and community development. Chapter 3 provides references to 14 organization directories and 7 databases that track and describe violence and prevention efforts. Chapter 4 itemizes 52 resources for program planning models, curricula, handbooks, and other reference materials. Forty organizations and vendors with multiple services and materials are listed in Chapter 5. Chapter 6 lists 24 sources for technical assistance, and Chapter 7 provides a master directory of all organizations and individuals referenced throughout the manual. Indexes are also provided by potential audience. (SLD)

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How and Where Communities Can Begin to Address Youth Violence

A Resource Manual

- Community-Based Programs
- Government Organizations
- Law Enforcement
- Schools

UD 030 766

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How and Where Communities Can Begin to Address Youth Violence

A Resource Manual

compiled by

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CHAPTER 1: INTRODUCTION

PURPOSE OF MANUAL

This manual was designed for individuals, agencies, and organizations interested in preventing and intervening in youth violence. It is, in essence, a Guide to Guides--a map to help you find your way through the maze of violence prevention/intervention resources that have developed so rapidly within the past decade. While there is a great deal of information available, the challenge has been in locating it.

You will not find chapters on statistics and theories explaining why youth are violent. Certainly, understanding the causes of violence is extremely important. However, anyone who works directly with children and teens, follows current trends, or provides support to programs that deliver services to youth and families already knows the seriousness of the problem and the urgent need for comprehensive solutions. Youth violence is dangerous and threatening--for all of us. It affects families, school campuses, neighborhoods, and cities. Worst of all, the violence gravely affects our youth by shortchanging them of the healthy development that they deserve and that we, as adults in each of our communities, have the responsibility to nurture. Children today are growing up with psychological problems similar to those of youth in war zones. They also display a lack of empathy, sensitivity, and direction that seems to be increasingly common. Clearly, these are the signs of a society that is failing its youth.

How and where do communities begin to address youth violence? In larger cities, many programs and resources are already in place and available to schools and community-based organizations. However, smaller and mid-sized communities may only be starting to see a rise in youth crime. Their conditions may not be the same as those of larger areas, and residents and professionals of these communities become justifiably overwhelmed by the feeling that preventing/intervening in youth violence is an isolated, unique endeavor, totally unlike any other or anyone else's situation.

While it is true that each city has its own specific problems and characteristics, it is unnecessary to reinvent the wheel every time a community wants to address issues contributing to and related to youth violence. Certain processes, concepts, and general program models cross geographic, cultural, and economic boundaries. Sharing information is crucial for generating new ideas, letting others know about the latest theories shaping community efforts, and fostering a sense of togetherness. We are all affected by violence, and we are all responsible for both preventing and intervening in it.

Working together, on both local and national levels, takes time, patience, perseverance, and planning on behalf of both citizens and government agencies. No one program model or school curriculum will work to erase youth violence. Quick fixes and isolated ten-week programs have failed to even come close to truly reducing violent behavior on a long-term basis. These failures demonstrate that there are no speedy solutions to improving the way we foster our youth's development. Changing the way we interact with and treat our youth is a difficult but critical challenge that we all must take--now.

Even if there were some science to "growing" our youth, reducing violence in our communities would still be a long-term process. Why? Because violence is, unfortunately,

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intrinsically bound to societal attitudes and conditions. It is interrelated with the very fabric and functioning of our society. Only conscious, comprehensive, and ongoing efforts will ever be able to reduce the type of violent tendencies with which we are all too familiar.

Such discussion is designed not to discourage you but to illuminate the complexity of what we have come to call youth violence. By understanding the depth of the problem, we hope you will be better prepared to utilize this manual in the spirit in which it was designed. This resource manual (or any other, for that matter) does not contain the answer to youth violence. Yet it does contain the seed for ideas, the stimulus to begin planning on a comprehensive, communitywide level.

This manual will help you--the public official, the parent, the schoolteacher and school administrator, the police and probation officer, the youth program worker, the counselor, the social worker, the concerned citizen--figure out what resources exist, in what forms (publications, directories/databases, organizations, technical assistance, etc.), and how to find them. If your community has already begun a violence prevention process, this manual can suggest further sources of assistance. If your community has yet to take the first steps, this manual will provide you with the critical starting point from which to learn what is out there and awaiting your grasp.

Guiding Principles

A number of prevention principles, well known and documented in the literature, guided the development of this manual. Many of these you will recognize, but they are important to mention nonetheless so that every reader understands our premises and orientation. For instance, the current literature on youth development and violence prevention states that *collaboration is essential* for effective youth intervention.[1] Why? *Because the process of working together toward a common goal can be as important as the goal's final achievement.* Since *youth exist in numerous contexts* within the community (school, neighborhoods, family, peers), persons from each of these arenas must participate in attempts to improve services and prevent violence if effective intervention is to occur. There is no doubt that *violence prevention/intervention must be a total community effort.* Schools, businesses, parents, other citizens, religious organizations, civic groups, community-based programs, law enforcement, public/government officials, and young people themselves each have something unique to offer to the task.

How can we address an issue that seems beyond our ability to control? Research tells us that communities have great ability to affect the development of their youth, which must

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1. Richard Price, Madalyn Cioci, Wendy Penner, and Barbara Trautlein, Carnegie Council on Adolescent Development, "School and Community Support Programs That Enhance Adolescent Health and Education," 1990.
   Western Regional Center Drug-Free Schools and Communities, "Using Community-Wide Collaboration to Foster Resiliency in Kids: A Conceptual Framework," 1992.

underlie any type of violence prevention effort.[2] Among children who "beat the odds," researchers have found a host of resilient attributes that help them to overcome risks. *Therefore, efforts to reduce and eliminate violence among youth should seek to boost protective factors that have been proven to foster resiliency.* These factors can be enhanced through the primary contexts in which youth survive:

- family
- school
- community

People in each of these contexts can boost protective factors and thus enhance assets in youth by

- offering caring and supportive relationships where youth know that at least one person believes in them
- communicating and holding consistently clear, high expectations
- providing numerous opportunities for youth to participate in and contribute to their social environment

Asset building provides youth with skills, abilities, and confidences that stay with them forever. Youth today need to be strong to survive in an increasingly difficult and complex world; they need the kinds of assets that families, schools, and communities can nurture through comprehensive, multifocused efforts.

It is equally important to realize that youth violence is tied to larger societal conditions that cannot be addressed through asset building only. *A variety of factors contribute to the development of violent youth.*[3] Violent youth are not born gang members, nor are they born with a predisposition for delinquent behavior. Knowing the span of causal factors is essential to any violence prevention/intervention effort because it is impossible to address an issue without first understanding its underlying causes and symptoms. Sources and causes of violence include

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[2]
- Bonnie Benard, Western Regional Center for Drug-Free Schools and Communities, "Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community," 1991.
- Marc Braverman, James Meyers, and Lynn Bloomberg, "How Youth Programs Can Promote Resilience," *California Agriculture*, 1994
- Jane Gilgun, Kay Pranis, and Richard Ericson, Minnesota Citizens Council on Crime and Justice, "A Survey of Minnesota Prison Inmates: Risk and Protective Factors in Adolescence," 1994.
- Beatrix Hamburg, Carnegie Council on Adolescent Development, "Life Skills Training: Preventive Interventions for Young Adolescents," 1990.
- Daniel Perkins and Joanne Keith, Institute for Children, Youth, and Families, Michigan State University, Cooperative Extension Service, "Creating Caring Communities."
- Ron Pitzer, University of Minnesota, Minnesota Extension Service, "Minnesotans Addressing Violence Prevention" Program Development Tools.
- Emmy Werner and Ruth Smith, *Overcoming the Odds*, Cornell University Press, 1992.

[3]
- Ron Pitzer, University of Minnesota, Minnesota Extension Service, "Minnesotans Addressing Violence Prevention" Program Development Tools.
- American Psychological Association, *Violence and Youth: Psychology's Response, Volume I*, 1993.
- Felton Earls and Albert Reiss, National Institute of Justice, *Breaking the Cycle: Predicting and Preventing Crime*, 1994.

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- *societal conditions* (discrimination, poverty, unemployment, violence in popular media, loss of morality and values)
- *community factors* (loss of sense of connectedness/overemphasis on individuality, increased presence of alcohol and other drugs, gang proliferation, easy access to guns, impoverished neighborhoods that fail to meet basic needs of residents, high crime, school failure)
- *family structure/parental functioning* (lack of supervision of children and teens, modeling of violence, poor bonding with parents, erratic discipline, disruptions in caregiving and multiple out-of-home placements, domestic violence, excessive or unjustified physical punishment by parents)
- *individual traits and capacities* (lack of empathy and compassion, lack of responsibility for actions, male socialization towards dominance, lack of anger management and problem-solving skills, low self-esteem, peer influence)

Given such a broad spectrum of causal factors, prevention/intervention efforts must be broadly focused.[4] Programs and services that aim to address multiple risk factors tend to benefit youth and families more than narrowly focused efforts. The problems of healthy youth development and youth violence are too complex for single answers. Difficult problems demand comprehensive solutions.

Just as the causes of violence and solutions to violence prevention are multifaceted, so, too, are the youth affected by violence. *It is a myth that high-risk youth necessarily belong to minority groups, low-income families, and urban areas.*[5] Youth at risk for not achieving healthy, productive development and passage into adulthood come from all ethnic/racial backgrounds, all socioeconomic levels, and all types of rural and urban communities. Youth violence is an issue for everyone, everywhere.

CAVEATS

As with any publication, this manual has certain limitations. The following caveats are those we thought most important to mention:

1. *This manual is not an exhaustive guide to every available violence prevention/intervention resource.* It should be considered a starting point that can introduce and familiarize you with the wealth of materials already developed. It would be practically impossible to create an exhaustive manual because new books, new fact sheets, and new videos are produced almost daily.

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[4] · Hirokazu Yoshikawa, "Prevention as Cumulative Protection: Effects of Early Family Support and Education on Chronic Delinquency and Its Risks." Paper presented at the biennial meeting of the Society for Research in Adolescence, San Diego, California, February 1994.

· Joanne Lin, Alice Bussiere, Martha Matthews, and Shannan Wilber, "Youth Violence: Redefining the Problem, Rethinking the Solutions," *Clearinghouse Review*, 1994.

· George Dirks, "Violence Prevention: Hard Issues, Hard Questions, Hard Answers," *Prevention Forum* 14 (1) (1993).

· American Psychological Association, *Violence and Youth: Psychology's Response, Volume I*, 1993.

[5] · American Psychological Association, *Violence and Youth: Psychology's Response, Volume I*, 1993.

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2. *The authors do not necessarily endorse every organization or resource listed.* We felt that because every community's needs are different, we would leave the judging of materials up to individual readers. Thus, we strived to include more rather than less so as to provide you with more options.
3. *At the time of publication, the organizations included in this manual were functioning, and the resources described were available.* However, we are living in an unpredictable political climate where decisions are being considered that may gravely affect the funding of certain projects and organizations. We recognize that some of the information provided here may become outdated quickly.
4. *In developing this manual, we used certain criteria.* The resources and organizations we have chosen to include were those that were suggested to us by professionals across the country familiar with youth violence prevention, reviewed by us personally and believed to have merit, or recommended in publications related to the issue.
5. *We created this manual by choosing a particular prevention approach.* As illustrated by the Guiding Principles, our manual emphasizes youth violence prevention through
   - utilizing and strengthening the primary contexts that influence youth (i.e., family, school, and community)
   - education of the whole child, with attention to positive healthy development
   - forming and shaping character by enhancing assets and increasing resiliency
   - early intervention
6. *Certainly other prevention approaches exist that we recognize as equally valid.* In trying to produce a practical and focused manual, we realized that we would have to exclude resources representing various other violence prevention strategies. Some examples of other approaches and the organizations using them include
   - drug and crime control--U.S. Department of Housing and Urban Development
   - domestic abuse prevention--Center for the Prevention of Sexual and Domestic Violence
   - handgun control--Center to Prevent Handgun Violence
   - treatment of violence as a health concern, mandating disease control--U.S. Department of Health and Human Services, Centers for Disease Control; American Medical Association; American Academy of Pediatrics; American Psychological Association
7. *This manual does not suggest specific research-based readings on youth violence.* For the practitioner interested in additional readings on the phenomena of violence and the issues surrounding it (i.e., root causes, program evaluation studies, etc.), there are a number of starting points. Many of the resource materials suggested in this manual contain extensive bibliographies. Additionally, one may wish to search the databases highlighted in Chapter 3; most of these maintain comprehensive collections of current research reports.

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The Importance of Developing/Training Youth Workers

Although this manual does not detail the vast number of staff development and training resources available, the authors wish to acknowledge the importance of providing ongoing support and development of workers in the educational, health, social welfare, and other service realms. Anyone who comes in contact with young people has enormous potential to contribute to their growth and must be given the skills with which to do so properly and effectively. Many materials are available for staff development, including[6]

- √ "Help Me, I'm Growing Up"--a resource for trainers of people who work with 10- to 14-year-olds, available from Michigan State University, Cooperative Extension Service
- √ "DARE to Be You" Community Training Program--a training program and manual for professionals and volunteers working with youth, available from Colorado State University, Cooperative Extension Service
- √ "Discipline with Dignity"--a resource for educators, available from National Educational Service
- √ "Circle of Support"--a resource for schools, families, and community agencies who want to learn how to assist high-risk teenagers in effective ways, available from University of Minnesota, Minnesota Extension Service
- √ "Alternatives to Violence"--a training/education program for teachers, police, and community leaders, available from PEACE GROWS, Inc.
- √ "Breakthrough Strategies to Teach and Counsel Troubled Youth"--a workshop training for teachers, counselors, and justice and youth workers, available from Youth Change

Generic Sources Available to All Communities

A number of public agencies and organizations exist in every state and are accessible to every city. You can ask them about recent youth violence prevention efforts, available support materials, publications, technical assistance, and any current collaborative work or task forces within the region. Consider the following:[7]

County Offices of education, juvenile justice, health, social services

For example, the Contra Costa County (California) Health Services Department has a prevention program that coordinates and enhances existing community efforts for integrating and strengthening various prevention programs, including those related to violence. Nine organizations work with the County Health Department to study strategies to reduce violence, advocate for local solutions, and train youth as violence prevention leaders.

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6 . Complete addresses for organizations referenced can be found in Chapter 7, the Master Directory.

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State Departments of education, justice, health, social services

- Massachusetts Department of Public Health, for example, has an Adolescent Violence Prevention Program with a resource library. Audiovisual materials and curricula are available for loan, free of charge.
- California Department of Education runs the Healthy Kids Resource Center, which has a resource library as well as many instructional materials that may be borrowed, free of charge. Videos and curricula address substance abuse prevention, human growth and development, and mental and emotional health.

Police and Probation Departments

- Many police departments work closely with their communities by providing community-oriented policing programs, speaking at local schools, and participating in youth program activities.
- Probation departments are another source of assistance, as probation officers in some areas employ diversion programs, make referrals of low and medium risk offenders to community-based programs, and occasionally work on teams with social workers and/or specialists.

Park and Recreation boards, societies, departments, on city and county levels

For example, the Minneapolis Park and Recreation Board provides comprehensive year-round recreation programs and experiences for youth primarily 12-16 years of age.

- The Youthline program involves these youth in positive leisure activities, introduces them to community resources, and exposes them to outreach mentors who support both the youth and their families.
- The Girls' program operates within 22 parks and offers 12- to 16-year-old girls the opportunity to meet regularly with an adult facilitator, participate in monthly activities and leadership development training, and join in sports and games.
- The We Who Care program assists youth with part-time employment and leadership skills.
- An early childhood program, Recreation Plus+, provides child care and after-school recreation-based activities for K-6 grade schoolers at local park community centers.

School Districts

- Individuals such as school psychologists, counselors, and principals, as well as other staff in student service and pupil personnel departments, may know of and serve as excellent resources.
- Some districts, like those in the state of Wisconsin, may work closely with Cooperative Educational Service Agencies (CESAs) in developing violence prevention plans. CESAs serve as links both between school districts and between school districts and the state. They provide leadership and coordination services to school districts in areas such as curriculum development assistance, research, special student classes, human growth and development, and in-service programs.

Cooperative Extension Services

These services exist in every county in every state, and all have the mission of providing community outreach and support.

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Parent/Teacher Associations on local, state, and national levels

These may, like the California State PTA, have audiovisual materials available for loan within the state.

Regional Educational Laboratories, U.S. Department of Education

These ten laboratories form a national collaborative network of research and development centers funded through the U.S. Department of Education. They are devoted to applied research on issues such as drug abuse prevention, school dropout prevention, resiliency training, and educational strategies.

Regional Centers for Drug-Free Schools and Communities, U.S. Department of Education

These five centers help schools and communities eliminate the use of alcohol and drugs by young people. Each center has responsibility for specific regions of the country. Staff offer information on effective alcohol and drug abuse prevention programs and strategies, assist local educational agencies in training personnel, help educational agencies strengthen policies and programs regarding alcohol and drug abuse, and train school teams to assess drug and alcohol problems.

How to Use This Manual

We designed this manual with the busy citizen, activist, parent, public official, teacher, youth program worker, and other practitioners in mind.

• Chapter 2 lists numerous how-to *resources related to collaboration and community partnerships*. This is a good place to start because the resources suggested in other chapters can be truly effective only if utilized in a spirit of cooperation by numerous community agents (such as schools, parents, parent education programs, law enforcement, youth and community-based programs, and government agencies/offices).

• Chapter 3 provides references to various *published directories and online databases* that track and describe violence prevention and other youth program efforts.

• Chapter 4 itemizes numerous *program planning models, curricula, handbooks, and other reference materials* that community agents can use to prevent/intervene in youth violence. The audiences most likely to benefit from each tool are highlighted, and a brief description of each resource is provided. The chapter emphasizes specific program or project materials.

• Chapter 5 describes *organizations and vendors* that offer numerous types of services and materials. The primary audiences served by these organizations, as well as a description of the types of tools they provide, are highlighted.

• Chapter 6 describes some *sources of technical assistance*--organizations as well as consultants.

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• Chapter 7 is the *Master Directory* of all organizations and individuals referenced throughout the manual. Complete addresses, phone numbers, and persons to contact (when available) are listed.

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CHAPTER 2: RESOURCES FOR ORGANIZING COMMUNITY COLLABORATIONS

The following resources are hands-on tools to help you understand and guide you through the process of working with others towards common goals. Collaborative efforts are crucial if youth are to belong to the whole community. When communities remember their responsibility for the healthy development of children, their work naturally will tend towards violence prevention.

Brief contact information is provided next to each organization's name; the page number refers to the page in Chapter 7, the Master Directory, where full contact information can be found. In some cases, contact names and/or phone numbers were unavailable.

Resource: *Building and Maintaining Community Coalitions on Behalf of Children, Youth and Families (1993)*

Description: This is the final research report of the Community Coalitions In Action (CCIA) project. CCIA was established to identify, document, and evaluate a wide range of collaborative efforts on behalf of Michigan's children, youth, and families. These efforts and the method of analysis are documented in this report; 13 collaborations are examined in depth. Four full chapters take what was learned from CCIA and offer general guidelines on collaboration: challenges, common elements, unique elements, and implications for communities. The report is easy to read and accompanied with clear tables and diagrams. The executive summary, entitled "Creating Caring Communities," offers the recommendations without much information about the collaborations studied.

Available from: Institute for Children, Youth, and Families, Michigan State University, Cooperative Extension Service, East Lansing; (517) 353-6617, Daniel Perkins; p.92

Cost: free

Resource: *Building Coalitions (1992)*

Description: This reference manual comprises fact sheets on coalition building and a teaching plan for facilitators of community coalitions. The fact sheets present definitions, concepts, and the how-to steps pertaining to the following coalition-related topics: needs assessment, networking, process, goal setting, communication, community mobilization, diversity, private sector resources, turf issues, and evaluation. The teaching plan covers the same topics but provides instructions and overhead sheets for the presenter that coincide with the fact sheets.

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There are two videos (one hour each) entitled "Building Coalitions" and "Turf Battles and Limited Resources: How Coalitions Overcome Both."

Available from: Ohio Center for Action on Coalition Development, The Ohio State University, Cooperative Extension Service, Columbus; (614) 292-0202, Richard Clark; p.95

Cost: reference manual: free (but may charge in the future); set of fact sheets: $5.75; videos: $18.50 each

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Resource: *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets (1994)*

Description: This national guide describes "asset-based community development" and summarizes lessons learned by studying successful community-building initiatives in hundreds of neighborhoods across the U.S. It outlines what local communities can do to rediscover their own local assets, how to combine and mobilize local strengths, and how to get outside government and private sector parties to contribute effectively to the asset-building process.

Available from: ACTA Publications, Chicago, Illinois; 1-800-397-2282; p.89

Cost: $14.50 each for 1-9 copies; $13 each for 10-49 copies

Resource: *Building Communities of Support for Families (1990)*

Description: This 120-page manual promotes an understanding of the barriers poor people face daily and then offers a step-by-step program to effectively break down those barriers. It focuses on building strengths within poor neighborhoods by detailing how to identify natural leaders who then create a support system that can lead to long-term changes. Section I discusses the realities of poverty, evaluation techniques, and successful interventions. Section II includes ten workshops for training natural leaders in such topics as values awareness, problem-solving skills, and parenting. The manual is a ready-to-use program package.

Available from: University of Massachusetts, Cooperative Extension Bulletin Center, Amherst; p.98

Cost: $25

Resource: *Building Supportive Communities for Youth: Local Approaches to Enhancing Community Youth Services and Supports (1992)*

Description: This report is a study of ten community initiatives, of which three are described in depth, that best demonstrate the potential effect broad-based community planning and monitoring might have on the availability, scope, quality, and focus of community-based youth services. Each initiative has multiple actors and promotes multiple solutions; many share common goals and strategies, which are

presented. This detailed report extracts lessons learned from the case study communities, and it provides helpful tables to highlight each of the ten initiatives' goals, impact, strategies, structure, funding, implementation, and collaboration scheme.

Available from: Academy for Educational Development, Washington, D.C.; (202) 884-8267; p.89

Cost: $10

Resource: *The Collaboration Framework (forthcoming, 1995)*

Description: This manual will help professionals understand the "process" and "environmental" factors that can either enhance or inhibit the collaborative process and ultimately specific outcomes. Process factors focus on the how-to aspect of collaboration and cover specific skills and/or components that are necessary to build effective working relationships. Environmental factors are conditions that exist or fail to exist within a community that can enhance or inhibit collaborative efforts. This framework will categorize the latest research and literature and serve as a diagnostic tool with which communities can determine their desired outcome and then analyze the types of factors needed to achieve success.

Available from: National Network for Collaboration, Cooperative Extension Service, nationwide; (202) 720-6079, Jane Schuchardt; p.94

Cost: to be determined

Resource: *The Community Collaboration Manual (1993)*

Description: This 76-page manual is a practical, hands-on guide for communities wanting to understand the art of collaboration--how to coordinate service delivery systems, reallocate resources, and expand helpful practices--for the benefit of their citizens. Although it was not designed specifically for collaborations around youth violence prevention, the guide addresses the steps involved in any collaborative effort. It aims to demystify the skills and concepts needed by providing both narrative and visual instructions. Chapters cover an overview of collaboration, starting and building the process, maintaining momentum, involving youth and business, and working with the media. The appendixes contain resource materials on such topics as youth participation, model bylaws, characteristics of an effective coordinator, setting measurable objectives, and program evaluation.

Available from: The National Assembly of National Voluntary Health and Social Welfare Organizations, Washington, D.C.; (202) 347-2080; p.93

Cost: $10.95

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Resource: *Coordination of Local Anti-Gang Efforts*
Description: A three-page simple outline of how to coordinate anti-gang efforts identifies and describes five steps: creating a coordinating committee, appointing a chairperson, how to run and record meetings, networking with other coordinating committees, and establishing a database.
Available from: California Office of Criminal Justice Planning, Sacramento; (916) 322-3067, Stan Harkness; p.90
Cost: free

Resource: *Creating Healthy Communities for Youth: A Planning Toolkit*
Description: This toolkit comprises numerous resources:

- √ "Working Together for Youth" (handbook) guides individuals and groups in finding ways to turn their concerns about youth into meaningful action and change. It includes more than 12 worksheets as well as step-by-step outlines that help to identify needs and concerns among youth, shape a vision for their community, and take action at different levels (from individual to community collaboration).
- √ "Everyone Can Make a Difference for Youth" (booklet series) addresses what major sectors in a community can do to build assets in youth and how organizations can form partnerships with others.
- √ "A Guidebook for Community Leaders" (hands-on resource) guides community leaders through a step-by-step process for assessing community needs, building community awareness and commitment, and planning a communitywide initiative for building assets in children.
- √ "Profiles of Community Life: Adults' Attitudes, Behaviors, and Values" (survey) allows communities to learn about adults' views of their communities and their commitment to youth.

Available from: Search Institute, Minneapolis, Minnesota; 1-800-888-7828, Jan Mills; p.97
Cost: from $6.95-$24.95

Resource: *Developing Effective Coalitions: An Eight-Step Guide (1994)*
Description: A 22-page guide that describes in detail how to set up and maintain coalitions for effective, broad-based initiatives.
Available from: National Center for Education in Maternal and Child Health, Arlington, Virginia; (703) 524-7802; p.93
Cost: free

Resource: *Drawing Strength from Diversity: Effective Services for Children, Youth and Families (1994)*

Description: This resource report for communities working towards improved services for children and their families recommends how issues of race, language, and culture can be incorporated into every stage of the reform process. Chapter 2 discusses issues of assessing a community's resources, strengths, needs, and goals. Chapter 6 discusses how to involve various community segments in the planning/governing process.

Available from: California Tomorrow, San Francisco; (415) 441-7631; p.90

Cost: $17

Resource(s): *Making the Grade: Community Workbook and Town Meeting Guide*

Description: These two how-to manuals share a similar purpose--to generate community action in improving the standard of life for young people. They provide communities with step-by-step guidance in needs assessment, strategic planning, encouraging maximum involvement of all community actors, and translating hope and commitment into positive outcomes for youth.

√ Community Workbook details a community collaboration process. Topics include responsibilities of different sectors in fostering youth resiliency; how to assemble cross-agency efforts, assess individuals' strengths as well as community assets, gain citizen participation, and develop a community vision and strategic plan; and, finally, how to use brainstorming and other group techniques for decision making. The workbook contains many worksheets and action guides.

√ Town Meeting Guide explains the purpose of and the steps involved in organizing and conducting a town meeting. Chapters describe how to organize an ad hoc committee, present sample job descriptions for subcommittees, and explain how to plan the town summit meeting and what the next steps should be following the meeting. It contains guidelines for meeting presenters, moderators, and small group facilitators and nine pages of sample instructions and script for actually running the meeting.

Available from: National 4-H Council, Chevy Chase, Maryland; (301) 961-2940; p.94

Cost: $12

Resource: *The Prevention of Youth Violence: A Framework for Community Action (1993)*

Description: This comprehensive manual provides a framework for community action by suggesting activities designed to draw on and empower the energies of local communities. It identifies numerous strategies that can be

followed and complements each explanation with specific examples around the U.S. Another section addresses necessary steps in program management (e.g., defining the problem, setting goals, locating resources). Almost 50 pages consist solely of lists of community programs in the U.S., complete with contact information and activity descriptions.

Available from: National Center for Injury Prevention and Control, Atlanta, Georgia; (404) 488-4646; p.93

Cost: free

Resource: *Pro-Youth Neighborhoods and Communities in Tulare County (1994)*

Description: This planning document is a blueprint that communities can use to design and implement strategies for both preventing and responding to problems related to gangs. It is also a tool with which to build pro-youth opportunities in communities. It identifies starting points for every community member. The document defines gang-related terms, risk factors, and guiding principles for communitywide collaboration. It recommends strategies for schools, law enforcement, community-based organizations, families, business, etc. It describes how and why needs assessments must be done and provides sample forms.

Available from: California Office of Criminal Justice Planning, Sacramento; (916) 322-3067, Stan Harkness; p.90

Cost: free

Resource: *Rising Above Gangs and Drugs: How to Start a Community Reclamation Project (CRP) (1990)*

Description: This is a comprehensive, practical 300-page manual that documents the steps followed by Los Angeles County as it reclaimed areas from drugs and gangs. It focuses on the community as a whole and offers details about establishing an ongoing, integrated network between law enforcement, residents, community-based programs, schools, and businesses. The manual is divided into chapters covering such topics as assessing your community needs (assessment survey included), selecting staff, creating a community identity, producing a newsletter, gaining corporate sponsorship, and conducting a civil gang abatement program. A complete appendix includes all of the forms used by the Los Angeles CRP.

Available from: Los Angeles County Sheriff's Department, Monterey Park, California; (213) 526-5015, Natalie Salazar; p.93

Cost: to be determined after reprinting

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Resource: *School Community Violence Prevention: Focus on Gangs (1994)*
Description: This manual in its current form is designed to accompany School Community Action Team Training--a training that empowers local schools and communities to form linkages for actively reducing gang and youth violence. The manual is available without the training and still offers the information and strategies necessary to develop and implement action plans, assess local gang and violence problems, establish partnerships, and initiate a multiple component action plan. The information is suitable for all sectors of a community: education, probation, local government, parents, media, health departments, law enforcement, community-based organizations, religious organizations, youth, businesses, and district attorneys. A revised manual, entitled "Community Empowerment," will be available in May 1995.
Available from: San Diego County Office of Education, San Diego, California; (619) 292-3569, Wayne Sakamoto; p.97
Cost: to be determined

Resource: *Together We Can: A Guide for Crafting a Profamily System of Education and Human Services (1993)*
Description: This practical guide to assist local communities in creating more responsive education and human services delivery systems outlines a five-stage collaborative process with warnings and guidelines about "milestones" and "landmines" of cooperative efforts. Each step of the process is portrayed through vignettes and case studies. The appendix provides a directory of key contacts and organizational resources.
Available from: U.S. Government Printing Office, Pittsburgh, Pennsylvania; (202) 512-1800; p.98
Cost: $11

Resource: *Uniting Communities Through Crime Prevention (1994)*
Description: This 88-page booklet shows how crime prevention efforts can provide a base for uniting communities. It incorporates the experiences of numerous communities around the U.S. and outlines the roles and responsibilities of all community agents: government, business, civic, and neighborhood. It describes various physical and social strategies for prevention as well as how to reform existing structures and attitudes so that communities can develop a collaborative future vision.
Available from: National Crime Prevention Council, Washington, D.C.; (202) 466-6272; p.94
Cost: $14.95

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Resource: *What It Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services (1991)*

Description: This publication describes the elements of high-quality services delivery, distinguishes between cooperative and collaborative strategies to provide services, and examines 12 examples of local efforts to illustrate the key factors that lead to effective collaboration and help overcome the most common barriers to change. Guidelines for new partners are offered, , and the appendixes list program descriptions and resources for additional assistance.

Available from: Institute for Educational Leadership, Washington, D.C.; (202) 822-8405; p.92

Cost: $3

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CHAPTER 3: LEARNING FROM EXISTING PROGRAMS: DIRECTORIES AND DATABASES

This chapter is divided into two sections. The first offers resources to program directories: publications that describe numerous violence prevention programs and provide contact information. The second section references online databases that provide similar information to the publications but are usually more current because of their ability to continuously update information.

Brief contact information is provided next to each organization's name; the page number refers to the page in Chapter 7, the Master Directory, where full contact information can be found. In some cases, contact names and/or phone numbers were unavailable.

PROGRAM DIRECTORIES/LISTINGS

Organization: Big Brothers/Big Sisters of America, Philadelphia, Pennsylvania; (215) 567-7000; p.89
Resource: *1994 Exemplary Efforts*
Description: Describes 39 exemplary Big Brother/Big Sister programs around the U.S., all of which have some type of mentoring component. In addition to mentoring, the selected agencies model innovative efforts relating to service learning, special populations (e.g., teen pregnancy, divorcing parents), fundraising, and evaluation.
Cost: $5

Organization: California Office of the Attorney General, Sacramento; (916) 324-7863; p.90
Resource: *Gangs: A Statewide Directory of Programs* (1994)
Description: Provides brief profiles of over 500 California agencies with youth anti-gang programs. Organizations represent various sectors, including education, law, and community-based efforts.
Cost: free

Organization: California Park and Recreation Society, Sacramento; (916) 446-2777; p.90
Resource: *At-Risk Youth and Gangs: A Resource Manual for the Parks and Recreational Professional*
Description: Offers ideas and activities for recreation park staff to implement with high-risk populations.
Cost: $18/volume

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Organization: Children's Defense Fund (CDF), Washington, D.C.; (202) 628-8787, Molly Mohler; p.91

Resources and Descriptions:

--*Anti-Violence Network Directory and Program Summaries* (1994)
The Anti-Violence Network, organized by the CDF and the Black Community Crusade for Children, includes more than 100 primarily community-based organizations dedicated to preventing violence. The directory discusses each program's audience, main components, and barriers.

--*Black Community Crusade for Children, The Challenge Report: Community Programs Responding to Youth Violence* (September 1994)
Discusses 25 programs in detail, highlighting the shared characteristics that make them all effective.

Cost: both are free

Organization: Education Development Center, Newton, Massachusetts; (617) 969-7100, Ronnie DiComo or Sherry Tighe; p.91

Resources and Descriptions:

--*Resources for Violence Prevention: An Annotated Bibliography of Curricula for Schools and Communities* (Spring 1995)
Contains annotations and ordering information for approximately 100 curricula.

--*Educational Resources for Violence Prevention* (1995)
15-page listing of over 130 curricula, videos, books, and articles on violence prevention, conflict resolution, peer mediation, and dating violence.

Cost: to be determined; $3

Organization: ERIC Clearinghouse on Urban Education, New York, New York; (212) 678-3433; p.91

Resource: A *Directory of Anti-Bias Education Resources and Services* (1994)

Description: This directory contains the profiles of 52 easily replicable youth anti-bias programs that provide services nationally to schools and organizations. It also contains an extensive list of books, audiovisual materials, periodicals, curricula, and information sources that promote youth bias reduction and violence prevention.

Cost: $8

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Organization: Family & Relationship Center, La Jolla, California; 1-800-454-5644; p.92

Resource: *Safe and Drug Free School newsletter*

Description: This newsletter is a report of what's working around the nation to make schools safe, free of drugs, and nurturing for kids. It contains practical information about upcoming conferences; current programs and strategies being used by schools, community-based organizations, and law enforcement; and brief research findings. A substantial section describes new videos and curricula on building relationships, conflict resolution and peer mediation, alcohol and other drug abuse prevention, staff development, gang prevention, parent involvement, and personal development for teens.

Cost: $49 for annual subscription (printed 4 times/yr); $15 for single copies

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Organization: National Crime Prevention Council, Washington, D.C.; (202) 466-6272; p.94

Resources and Descriptions:

--*Preventing Violence: Program Ideas and Examples* (1994)
This 75-page guide offers in-depth profiles of 27 programs--from gang prevention and conflict management to domestic violence prevention, TV violence, and diversity awareness. Each profile offers program contact information, the program's focus, strategies, successes and challenges, funding, and its community partners.

--*Taking the Offensive to Prevent Crime: How Seven Cities Did It* (1994)
Over 100 pages describe how seven major cities across the U.S. engaged government agencies, civic leadership, and grassroots citizens in partnership to develop comprehensive action plans to reduce and prevent crimes. This book discusses each city's process and specific action steps, but it also summarizes the collaboration principles learned and offers a planning prototype.

Cost: $11.95; $14.95

Organization: National School Boards Association, Alexandria, Virginia; 1-800-706-6722; p.95

Resources and Descriptions:

--*Violence in the Schools: How America's Schoolboards Are Safeguarding Your Children*
This directory focuses on school violence and the best practices in use around the country by school districts trying to prevent it. The book divides the ways that school districts are addressing problems of violence by organizing the practices into 30 categories (e.g., dress

codes, gun-free zones, mentoring programs, parent skill training, support groups, specialized curriculum). It then provides a description of each district's specific program or activity; whether the district is in an urban, suburban, or rural community; and contact information. Includes more than 750 specific descriptions.

--Link-Up: A Resource Directory, Interagency Collaborations to Help Students Achieve
This directory offers practical and comprehensive guidelines to school districts wishing to establish interagency collaborations. It describes over 170 interagency collaborations across the U.S. by providing project descriptions, school board and program contacts, and the primary focus of each effort (e.g., health care, at-risk behavior, staff development, funding).

Cost: $15; $18

Organization: Public Affairs Television, New York, New York; (212) 560-6974, Doris Lang Thomas; p.96

Resource: *Community Resource Guide on Violence: Act Against Violence Guide* (1994)

Description: This 20-page guide details model violence prevention programs in several cities around the U.S. It includes school-based programs that enlist conflict resolution, cognitive mediation, life skills training, and crime prevention techniques. Directories of specific programs, resource groups, publications, and videos are included.

Cost: free

Organization: Regional Educational Laboratories, Appalachia Educational Laboratory, Charleston, West Virginia; 1-800-624-9120; p.96

Resource: *Reducing School Violence: Schools Teaching Peace*

Description: Originally a resource guide to assist educators in finding materials and methods to help students learn conflict resolution, this can also be of use to community programs wishing to focus on developing effective communication skills. One section describes common characteristics of conflict resolution programs and includes contact information and case studies of schools currently using this technique. The resource section identifies and provides contact information on more than 90 programs, curriculum guides, print materials, and videotapes. Training providers are also listed.

Cost: $5

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Organization: Regional Educational Laboratories, Northwest Regional Educational Laboratory, Portland, Oregon; 1-800-547-6339; p.96
Resource: *Sharing Your Success IV* (1994)
Description: This report provides summaries of successful programs and strategies currently operating in California that promote drug-free schools and communities. Program title, contact information, audience, program description, community alliances, success indicators, and obstacles are offered for almost 40 programs. Similar reports for other states may be available.
Cost: free

Organization: Senate Judiciary Committee, Washington, D.C.; (202) 224-5225; p.97
Resource: *Catalogue of Hope: Crime Prevention Programs for At-Risk Children* (1994)
Description: This easy-to-read compilation of prevention programs is divided into seven sections, each one listing programs that address a different aspect of youth services. For example, one chapter describes various mentoring and school-based programs, while another details efforts of police officers acting as "prevention partners." A brief description of each program as well as contact information is offered. The appendix provides a 30-page listing of program addresses by region.
Cost: free

Organization: U.S. Department of Health & Human Services, Administration on Children, Youth and Families, Washington, D.C.; (202) 205-8078; p.98
Resource: *Annual Report to the Congress on the Youth Gang Drug Prevention Program*
Description: This organization, through its Youth Gang Drug Prevention Program, dispenses federal grant money to public and nonprofit private organizations. The projects funded each fiscal year are described in terms of population served and types of activities provided. A separate chapter outlines exemplary projects and activities. Contact information is provided.
Cost: free

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DATABASES

Organization: Center for the Study & Prevention of Violence, Boulder, Colorado; (303) 492-1032; p.90
Databases: *Several different databases* on causes and prevention of violence
Description: The Center's Information House collects research literature and provides direct information services to the public by offering topical searches. The following databases are available:
--Violence database, which holds bibliographic information on violence issues (e.g., juvenile violence, schools and violence, gang violence).
--Intervention and Treatment Program database, which documents programs around the country (e.g., school intervention programs, dating violence prevention programs, gang prevention programs) and provides short descriptions and contact information.
--Resource database, which maintains reference information about violence-related resource materials, including videos, curricula, manuals, and other resources.
Survey Instrument database and Clippings database are still being developed.
To Access: Must request searches directly from the Center.
Cost: free

Organization: HandsNet, Cupertino, California; (408) 257-4500; p.92
Database: *HandsNet*
Description: This is an online network for human service organizations that serves two primary functions. First, it strengthens connections by offering daily news summaries, legislative updates, policy analyses, grassroots organizing resources, and an online forum for discussions. Second, it offers access to such resources as funding information, materials for nonprofit management, and summaries of model programs and research on best practices. In particular, one of its forums is on Children, Youth and Families, offering information on research, advocacy, and programming.
To Access: Must subscribe and purchase membership kit.
Cost: $270/year; or $50 for introductory one-month membership and $25/month thereafter

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Organization: National Clearinghouse for Alcohol and Drug Information (NCADI), Rockville, Maryland; 1-800-729-6686; p.93
Database: *Violence Prevention Resource Collection*
Description: This is an online database, updated quarterly, that provides information on violence prevention. It offers information in the following five

categories: 1) literature, 2) program information, 3) funding sources, 4) materials/resources, and 5) consultants/specialists. It also provides a list of users.

To Access: It can be accessed through the Center for Substance Abuse Prevention's PREVline, either by directly dialing the electronic communication system--(301) 770-0850--or through the Internet address--"telnet ncadi.health.org". A user manual can be obtained free of charge by calling NCADI directly at 1-800-729-6686, ext. 300.

Cost: free

Organization: National Criminal Justice Reference Service (NCJRS), Rockville, Maryland; 1-800-638-8736; p.94

Database: *NCJRS database*

Description: This database is the national and international clearinghouse of practical and theoretical information about criminal justice, juvenile justice, and law enforcement in the U.S. Included are research reports, program descriptions and evaluations, books, dissertations, program manuals, articles, and audiovisual materials.

To Access: It can be accessed through a variety of mechanisms. Through gopher on the internet, the address is ncjrs.aspensys.com; the bulletin board phone number is (301) 738-8895, baud 2400, 8n1; and e-mail inquiries can be sent to "ask ncjrs@ncjrs.aspensys.com".

Cost: free

Organization: National Dropout Prevention Center, Clemson, South Carolina; (803) 656-2599; p.94

Database: *FOCUS*

Description: A computerized database of dropout prevention information. The national repository contains five files: Program Profiles, Calendar of Events, Resource Materials Library, Organizations, and Consultants and Speakers.

To Access: It can be accessed with a personal computer and modem, through the Internet, or by having the center conduct a professional search.

Cost: free for center members, who pay $45 annual dues; $25 per search if done by center staff

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Organizations: National Institute of Justice; U.S. Departments of Agriculture, Defense, Education, Labor, Health and Human Services, Housing and Urban Development [see "To Access" information below for phone contact]

Database: *PAVNET (Partners Against Violence Network)*

Description: This online resource library provides information about violence and youth at risk, representing data from seven different federal agencies. It

lists 533 programs that deal with the issues of community, youth, family violence, substance abuse, and victims' rights. Prevention, enforcement, and treatment/rehabilitation subcategories hold program descriptions and contact sources. The database contains 126 files in the foundation and federal funding sources directory that describe application guidelines and the purpose of these funding organizations. Another 332 files in the technical assistance and curriculum directory include organizations that offer consultation or training and curricula to use in existing or proposed programs.

To Access: The database is accessible through the Internet (pavnet@esusda.gov) or gopher links to Department of Agriculture. It resides within the CYFERnet directory. For clarification, contact John Gladstone, U.S. Department of Agriculture, National Agricultural Library, Washington, D.C.; (301) 504-5462, jgladsto@nalusda.gov; p.98

Cost: free

Organization: U.S. Department of Agriculture (USDA)--Cooperative Extension System Children, Youth and Family Network; National Agricultural Library [see "To Access" information below for phone contact]

Database: *CYFERNet*

Description: This online database provides access to resources and research pertaining to children, youth, and family information. It tracks materials of interest to educators, researchers, youth agencies, communities, parents, human service and health care providers, students, policymakers, youth, and the media. Available information includes curricula and activities for child and youth organizations; successful program and best practices descriptions; practical information on child and youth development, parenting, and families; research reports, statistics, and demographics; funding opportunities and strategies; bibliographies and resource lists; evaluation information; linkages to other children, youth, and family internet-based resources; and bulletin boards and discussion groups.

To Access: The database can be accessed by typing the following on a single line: "gopher gopher-cyfernet.mes.umn.edu 4242" or "gopher gopher-cyfernet.esusda.gov". With Telnet access, type the following: "telnet gopher-cyfernet.mes.umn.edu" or "telnet gopher-cyfernet.esusda.gov", then, at the log-in prompt, type "cyfernet". For clarification, contact John Gladstone, U.S. Department of Agriculture, National Agricultural Library; (301) 504-5462, jgladsto@nalusda.gov; p.98

Cost: free

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CHAPTER 4: SAMPLING OF RESOURCES AVAILABLE FOR COMMUNITY AGENTS

The resources that follow are practical tools--curricula, program models, handbooks, guidebooks, etc.--for the following types of community agents: schools, parents, parent education programs, law enforcement, youth and community-based programs (e.g., 4-H, Boys and Girls Club, service clubs, religious organizations), community agencies and government offices. Simply review the targeted audiences listed under each title to decide the resource's relevance to you.

Brief contact information is provided next to each organization's name; the page number refers to the page in Chapter 7, the Master Directory, where full contact information can be found. In some cases, contact names and/or phone numbers were unavailable.

Resource: *Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth*

Audience:
- Schools
- Law Enforcement
- Youth and Community-Based Programs

Description: This 376-page book (1987) describes procedures and materials necessary for the implementation of an Aggression Replacement Training (ART) program. The ten-week program was originally used with small groups (6-12) of delinquent boys (housed in state residential facilities). ART includes structured learning, anger control training, and moral education. Chapters present both background research to understand the components of anger and guidelines for implementing training. The book contains chapters on how the program was implemented and evaluated at two delinquency treatment sites and appendixes with assessment instruments and methods for aiding the transfer of skills learned in ART to the "outside" world.

Available from: Research Press, Champaign, Illinois; (217) 352-3273; p.97

Cost: $18.95

Resource: *Alcohol and Drugs in the Public Schools: Implications for School Leaders (1988)*

Audience:
- Schools

Description: This 60-page report offers advice to school leaders on how to determine the scope of alcohol and other drug use in the school, identify those students at risk and susceptible to chemical dependency, develop a substance abuse curriculum based on proven elements of other school policies and efforts, intervene once abuse is suspected, and involve the entire community in prevention and intervention efforts.

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Available from: National School Boards Association, Alexandria, Virginia; 1-800-706-6722; p.95
Cost: $12

Resource: *ASSIST (Affective Skills Sequentially Introduced and Systematically Taught) Program*
Audience:
- Schools

Description: An educational curriculum designed to help second- to sixth-grade students grow in three areas: self-concept, dealing with feelings, and interpersonal relationships. It revolves around cognitive lessons and experiential activities, all of which are combined into five manuals: Building Self-Concept in the Classroom, Teaching Cooperation Skills, Teaching Friendship Skills, Helping Kids Handle Anger, and Establishing a Positive Classroom Climate. The lessons can be incorporated into existing health, social studies, or language arts curricula.

Available from: Pat Huggins, Educational Program Developer for Washington State schools, Mercer Island; (206) 232-9487; p.95
Cost: each manual is $20

Resource: *Aurora Colors II*
Audience:
- Law Enforcement
- Community Agencies/Government Offices

Description: This 27-minute video offers a case study of how one city--Aurora, Colorado--has taken a total community approach to gang intervention and prevention. Although its introduction describes the specific gang problems of Aurora, the majority of the video documents the steps taken by the city to form an interagency, citizen-represented task force to address youth violence. In particular, the role of police departments is highlighted, and numerous cities around the U.S. have implemented the steps described. The video is a revised edition (1993) of the earlier video Aurora Colors I developed in 1991. Both are produced by Aurora Regional Medical Center and demonstrate the important role that public health agencies can play in violence prevention.

Available from: Aurora Police Department, Aurora, Colorado; (303) 341-8663, Officer Paul Poole; p.89
Cost: free

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Resource: *Building Partnerships for Kids (BPK)*
Audience: ▸ Schools
▸ Parent Education Programs
Description: This program is designed as a cooperative effort between teachers, parents, and community for improving kindergarten and first-grade students' self-esteem, grades, and attitudes; teaching parents and teachers how to help children become more successful in school; improving communication between parents and teachers; and improving family communications. It is delivered by trained community volunteers in four one-hour sessions. During the first three sessions, parents and teachers are involved in a 45-minute session while the children participate in cooperative and creative activities that parallel the topics covered in the adult session. The last 15 minutes allows adults and children to participate together in positive family interaction and teamwork activities. The fourth session is a one-hour combined session with group and family activities. Facilitator's manual provides detailed lesson plans for each session and camera-ready masters for handouts and flyers.
Available from: Ohio State University, Cooperative Extension Service, Caldwell; (614) 732-2381; p.95
Cost: to be determined

Resource: *California Offender Program Services (COPS)*
Audience: ▸ Law Enforcement
Description: Offender programs are courses based upon a reality-oriented educational model where an offender learns s/he is responsible and accountable to the community for unlawful behavior. The model has been proven to reduce recidivism. Courses are presented in a group format utilizing a trained facilitator who guides interaction through carefully sequenced questions, pairing and group discussions, and role playing. The foundation of the program rests on the offender's accepting personal responsibility for his/her behavior and deciding to make positive changes. Offenders are referred by police, probation, courts, and community counseling agencies; they are usually first- or second-time offenders and/or are on probation. Offenders attend a full-day seminar for which they must pay $30. There are programs for alcohol/other drug offenders, aggressive offenders, and property offenders. Although the two directors of COPS usually conduct the program around the state of California, they also train groups of probation and police officers in distant regions and states. As a follow-up to the training, COPS provides program facilitators with videos, books, and rosters.
Available from: California Offender Program Services, Inc., Soquel; (408) 479-8545, Bill Smith or James Criswell; p.90
Cost: free materials and training

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Resource: *Canceled Lives: Letters from the Inside*

Audience:
- Schools
- Youth and Community-Based Programs

Description: This powerful 50-minute video is designed to dispel the myths of the criminal justice system by describing how it really is for those on the inside. Its language and footage are very realistic. The video chronicles life behind bars by showing the procedures and daily lifestyle of America's prisons and juvenile detention facilities. It is narrated through the reading of letters of incarcerated youth and adults.

Available from: Milestone Media, Inc., Santa Barbara, California; (805) 682-6706, Brett Hodges; p.93

Cost: $133/video

Resource: *CHAMPS (Champs Have And Model Positive Peer Skills) Peer Leadership*

Audience:
- Schools

Description: CHAMPS uses a peer leadership approach that trains students to work with their peers and adults to solve school and community issues. Three program models exist for use in elementary, middle, and high schools. The process involves the recommended (but not mandatory) training of five or more staff members from a school. These staff are then qualified to go back to their schools and conduct student trainings as well as structured program implementation, follow-up, and evaluation. Staff teams and student teams work collaboratively to identify and address such critical issues as decision making, dropout prevention, conflict resolution, gang and violence prevention, and community service. Student teams then work with their peers through tutoring and support programs to confront these issues.

Available from: CHAMPS Peer Leadership, Inc., Scottsdale, Arizona; (602) 991-9110; p.90

Cost: $50/program manual; $1,000 for two-day training for five staff (includes manuals)

Resource: *Community Board Conflict Resolution*

Audience:
- Schools
- Law Enforcement
- Youth and Community-Based Programs

Description: There are two conflict resolution classroom curricula--one for elementary school and another for secondary school--and each contains 70-80 activities that offer students the opportunity to develop communication and conflict resolution skills. Implementation guides and manuals are also available to develop student conflict manager

programs in elementary, middle, and high schools as well as in juvenile facilities.

Available from: Community Board Program, San Francisco, California; (415) 552-1250; p.91

Cost: $12-$44

Resource: *Cops Helping Kids: Teaching Preschoolers Violence Prevention and Safety*

Audience: ▸ Law Enforcement

Description: This 64-page manual offers practical suggestions for presentations by police officers and sheriff's deputies who work with 4- and 5-year-olds. The first section reviews what officers need to know to get ready for a visit to a preschool, Head Start program, or day-care center. The second section includes topics and activities to involve the children; subjects cover personal safety, drug prevention, dealing with bullies, preventing gun violence, etc.

Available from: National Crime Prevention Council, Washington, D.C.; (202) 466-6272; p.94

Cost: free for limited time; $19.95 thereafter

Resource: *Crisis Intervention in the Schools*

Audience: ▸ Schools

Description: This 246-page book (1992) provides guidelines for crisis intervention and prevention. Written for educators, school psychologists, and administrators, it gives practical suggestions for confronting incidents of alcohol and other drug use, teen pregnancy, vandalism, robbery, and assault.

Available from: Guilford Publications, New York, New York; 1-800-365-7006; p.92

Cost: $25

Resource: *D.A.R.E. (Drug Abuse Resistance Education)*

Audience: ▸ Law Enforcement

Description: The D.A.R.E. program is a cooperative venture between education and law enforcement. Trained officers enter classrooms once a week for 17 weeks to deliver a carefully structured curriculum focusing on such topics as personal safety, drug use and misuse, consequences of behavior, resisting peer pressure, building self-esteem, assertiveness training, managing stress without drugs, media images of drug use, role models, and support systems. The targeted student groups are fifth and sixth graders, but separate components have been developed to introduce K-4th grade students to D.A.R.E. In addition, follow-up programs are aimed at junior high and high school students. All police

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officers must complete the two-week (80-hour) training course before presenting the curriculum in the classroom.

Available from: D.A.R.E. America, Los Angeles, California; 1-800-223-3273; p.91

Cost: The training, instructor's manuals, educational video, and student workbooks are provided free of charge.

Resource: *DARE to Be You*

Audience:
- Parent Education Programs
- Youth and Community-Based Programs
- Schools

Description: The DARE to be You Program has, in addition to staff training and development materials, two types of programs. One is a comprehensive K-12 curriculum, divided into the following five volumes: Introduction and Background on Human Development, K-2 Curriculum, 3-5 Curriculum, 6-8 Curriculum, and Peer Counselor/Educator Training (for high school students). The materials are flexible; they allow teachers and volunteers to use the program by itself as a substance abuse curriculum or in conjunction with other health education and problem prevention curricula. The other program uses the same concepts of efficacy, self-concept, locus of control, and delayed onset of substance use but is directed at high-risk parents of preschoolers and their 2- to 5-year-old children. Materials can also be used with teen parents.

Available from: Colorado State University, Cooperative Extension Service, Fort Collins; (303) 491-6421; p.91

Cost: $150 for 5-volume set of K-12 curriculum; $60 for 2-volume set of parent and preschool training guides

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Resource: *Dreams & Realities*

Audience:
- Youth and Community-Based Programs
- Schools

Description: A 4-H curriculum for youth program facilitators who wish to guide teens on life decisions and relationship skills. The lesson areas cover the following topics: group building, communication, self-esteem, pressures, relationships, and decision making. Each section describes the goals and purpose of addressing the particular subject and provides numerous activities for immediate use with youth. Each activity sheet describes the target age of the audience, time required, physical setting, objectives, directions, and necessary supplies (transparency masters for lessons provided). A facilitator section includes suggestions on how to lead a discussion and how to open and close group activities.

Available from: University of Wyoming, Cooperative Extension Service, Laramie; (307) 261-5917, Gene Rohrbeck; p.98

Cost: $39

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Resource: *Family Development Program Materials*

Audience:
- Parent Education Programs
- Parents
- Schools
- Youth and Community-Based Programs

Description: Numerous activity-based and educational programs for parents and parent educators, in both English and Spanish. Titles include "Baby and Me: Growing Together," "Kindergarten Prep," "Let's Read Together," "Learning for Better Living," "Magic Years," and "Parenting Education for Southeast Asian Refugees." Audiovisual materials include "Coping with Stress," "Help Me Make It Through the Day," "Managing Stress," "Shaking, Hitting, Spanking: What to Do Instead," and "Why Won't You Behave?"

Available from: Family Development Program, University of California, Cooperative Extension Service, Berkeley; (510) 642-2608; p.92

Cost: from $3-$15; audiovisual materials available on loan

Resource: *First Teachers: Parental Involvement in the Public Schools*

Audience:
- Schools

Description: This 47-page report offers school leaders the three most effective strategies for stressing parental involvement to the community. It provides recommendations for districts based on the experiences of successful parent involvement programs in use around the country.

Available from: National School Boards Association, Alexandria, Virginia; 1-800-706-6722; p.95

Cost: $15

Resource: *4-H Cares (Chemical Abuse Resistance Education Series)*

Audience:
- Youth and Community-Based Programs
- Schools

Description: A 4-H curriculum guide, available in Spanish or English, for program facilitators to use with elementary-aged children outlines a model health and wellness curriculum that helps children affirm their own beliefs and values while teaching them how and why to say no to drugs. The guide aims to improve self-concept, communication skills, inter- and intrapersonal skills, decision-making abilities, and assertiveness. The ten-lesson, hands-on program includes experiential, interactive learning activities; recreational activities that reinforce creative problem solving and cooperative learning; audio and visual aids on resisting drugs and feeling positive about self; individual journals; and parental and older youth involvement as cross-age mentors.

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Available from: Kansas State University, Cooperative Extension Service, Manhattan; (913) 532-5773; p.92
Cost: $50

Resource: *Gang Intervention Handbook*
Audience:
- Schools
- Law Enforcement
- Youth and Community-Based Programs

Description: This edited, 18-chapter book describes the various aspects of gang intervention programs. It explains current gang intervention strategies within a research and theory framework and then offers practical analysis of what has been done and what can be done to confront gang problems. Chapters fall under the following headings: psychological interventions (i.e., cognitive-behavioral, interpersonal skills, and moral-cognitive), contextual interventions (i.e., family-based, school-based, employment training, recreational, and community-based), criminal justice interventions (i.e., related to the police and corrections), and special interventions. Chapters are full of tables, bullet-pointed lists, definitions, and practical details and suggestions about intervening with gangs.

Available from: Research Press, Champaign, Illinois; (217) 352-3273; p.97
Cost: $29.95

Resource: *Gang Recruitment Intervention/Prevention Program (G.R.I.P.P.)*
Audience:
- Schools
- Law Enforcement
- Youth and Community-Based Programs

Description: This is an educational curriculum for fourth graders that aims to intervene and prevent students from participating in gangs and their related activities. It was developed as an integrated lesson plan that could be delivered by teachers with minimal staff development. The program can be delivered by an outside instructor and utilized with other grades with minimal adaptation. The curriculum contains eight lessons (each lesson requiring between 40 and 80 minutes) about gang prevention that are delivered by various instruction techniques--guest speakers, videos, posters, and group activities.

Available from: New Haven Unified School District, Union City, California; (510) 471-2520 ext. 5141, Joe Angeles; p.95
Cost: free

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Resource: *G.R.E.A.T. (Gang Resistance Education And Training)*
Audience:
- Law Enforcement
- Schools

Description: G.R.E.A.T. is an anti-gang program developed by the Phoenix Police Department in partnership with surrounding education and community organization leaders. The program trains police officers to teach the curriculum in the classroom to seventh-grade students. Its aim is to prevent young students from getting into trouble and joining gangs by teaching them to become responsible members of their communities, set goals for themselves, resist pressures, learn how to resolve conflicts, and understand how gangs impact the quality of their life. It is an eight-week program of one-hour structured, interactive lessons. There is also a third- and fourth-grade curriculum of four 40-minute lessons that introduce concepts about goal setting, self-esteem, and gang awareness. The police officers can supplement the curriculum with a summer recreation and education program that reinforces positive attitudes toward authority and against gangs. The summer program aims to build on the G.R.E.A.T. school program while providing youth with positive structured activities during summer vacation.

Available from: Bureau of Alcohol, Tobacco and Firearms, Washington, D.C.; 1-800-726-7070; p.89

Cost: The training and instructor's manuals are provided free of charge; student handbooks are 29¢ each.

Resource: *Growing Up, Developing Self-Esteem*
Audience:
- Schools

Description: This is a 4-H life skill enrichment program for use in K-6 grade classrooms. It challenges youth to explore their self-esteem development by guiding understanding of uniqueness, expression of feelings, responsible group membership, positive communication, dealing with peer pressure, and decision making. The kindergarten program is a 12-day format, while grades 1-6 include lessons for a five-day program. Activities allow for hands-on individual and group building exercises. Each of the seven program sections contains lesson plans, master sheets for duplication/overhead use, and a cassette tape. Programs can be delivered by classroom teachers, guidance counselors, or other trained school personnel and volunteers.

Available from: Iowa State University, Cooperative Extension Service, Ames; (515) 294-1017, Donald Goering; p.92

Cost: $50

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Resource: *Growing Up Drug Free: A Parent's Guide to Prevention*
Audience:
- Parents

Description: An easy-to-read 50-page booklet for parents who want to know about drugs and what they can do to prevent drug use by their children. The booklet offers specific instructions for communicating family values, setting and enforcing rules, and talking/listening to children. One chapter suggests parent-directed activities for children at different developmental stages. The booklet includes tips for parent involvement in the community and resources parents can access.

Available from: U.S. Department of Education, Washington, D.C.; 1-800-572-5580; p.98
Cost: free

Resource: *How to Organize an Anti-Violence Week*
Audience:
- Schools

Description: This how-to guide describes the details of organizing an anti-violence week. The process is directed at teachers and students who together determine the objectives, themes, and dates of the event. Some of the chapter topics outlined cover securing funds, spreading the word, finding speakers who will appeal to the students, telling school officials, attracting parent volunteers, contacting the media, decorating, and showing appreciation.

Available from: Kristi Thaemlitz, McDonald Middle School, Katy, Texas; p.92
Cost: free, but appreciate $4 donation to Youth Survivors of Violence

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Resource: *I'll Take Charge*
Audience:
- Schools
- Youth and Community-Based Programs

Description: A 4-H curriculum designed to help 13- to 19-year-olds understand the challenge of life planning and the importance of setting goals. The target audience is primarily youth living in small towns and rural communities (youth in the videos are representative of Midwest populations), but the principles apply to all teens. The five-unit program is designed around the following concepts: dreams and expectations, family and sex roles, work, education, and lifestyle. Each unit is outlined in a leader's manual that describes 12 activities (handouts provided) that participants discuss with an adult leader. The manual also suggests Big Events, which are longer information-gathering activities designed to encourage youth to talk with various adults. The video sections portray youth being interviewed about their feelings, the pressures they feel from life, and their plans for the future. These 10-minute video segments complement each unit. The units can be taught in any sequence, and completing all core activities takes 50 hours.

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Available from: University of Minnesota, Minnesota Extension Service, St. Paul; (612) 625-8173; p.98

Cost: $89

Resource: *Interactive Postcards and Curriculum*

Audience:
- Schools
- Youth and Community-Based Programs

Description: This strategy was designed to educate parents while getting them involved in their child's development. It features a series of eight interactive postcards that emphasize parenting techniques. Students in schools and youth programs address the postcards to a parent or other significant adult and include a note to their parents about what they have learned from the curriculum on life skills. Essentially, each life skills lesson taught to the students is followed by a postcard. Parents then write a short note back to their child describing their observations about the child's progress in life skills at home.

Available from: University of Nevada, Cooperative Extension Service, Elko; (702) 738-7291, Marilyn Smith; p.98

Cost: $5

Resource: *Learning to Care: Helping Adolescents Develop Parenting Skills for Adult Life*

Audience:
- Schools
- Parent Education Programs
- Youth and Community-Based Programs

Description: This short book designed to teach early adolescents about parenting can be used as a text in courses on health education, social studies, life skills, or family life. Middle, junior high, and early high school students are the target audience. The book is attractive, contains cartoons, and addresses what it means to be a good parent. It helps young adolescents not only to form a realistic image of being a good parent but also helps to understand the difficulties their parents face in raising them. It could provide the basis for group discussions in youth programs or in parenting courses for teens. Supplementary exercises for teachers/group facilitators accompany specific sections.

Available from: Available in Fall 1995; contact author Sanford Dornbusch, Palo Alto, California; (415) 725-2495; p.97

Cost: to be determined

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Resource: *Mission SOAR (Set Objectives, Achieve Results)*
Audience:
- Schools

Description: A notebook of teacher-directed lessons. Lessons, activities, and games build on one another to teach students an increased sense of responsibility, self-worth, and leadership. The aim is that these skills will enable students to choose alternatives to street gangs. Concepts covered include self-esteem, goal setting, problem solving, communication, and gangs. Originally developed for grades 3 and 4, with reinforcement activities for grades 5 and 6.

Available from: Los Angeles Unified School District, Los Angeles, California; (213) 742-7134; p.93

Cost: $75

Resource: *National Extension Parent Education Model (NEPEM)*
Audience:
- Parent Education Programs

Description: A compilation of priority parent practices, how to implement them through program objectives, and lists of curriculum guides (with contact information) that support them. Example curricula are "Discipline for Young Children," "Cooperative Communication Between Home and School," and "Building Communities of Support for Families."

Available from: Kansas State University, Cooperative Extension Service, Manhattan; (913) 532-5773; p.92

Cost: $10

Resource: *New Entrepreneurs*
Audience:
- Schools
- Youth and Community-Based Programs
- Law Enforcement

Description: A 12-unit curriculum plan (including workbooks and instructor's guide) for youth 13-14 years of age and older that teaches youth positive income earning options. Units cover such topics as "Where to Do Business" and "How to Sell Your Idea." The program has been introduced in high-risk urban areas such as Chicago, Camden, and South Central LA, as well as to sites in Oklahoma, Ohio, and Texas. There is also a "Teen Business" guidebook, separate from the curriculum, with easy-to-understand advice on starting youth businesses.

Available from: EDTEC (Education, Training & Enterprise Center), Camden, New Jersey; (609) 342-8277; p.91

Cost: $485 for 10 curriculum sets; $11.95 for "Teen Business" guidebook

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Resource: *On Alert! Gang Prevention*
Audience: ▸ Schools
Description: This is an easy-to-use text of school in-service guidelines that focus on gang awareness. Its premise is that any comprehensive plan to prevent the presence of gangs in schools must include an in-service training for teachers and administrators. The first chapter describes the characteristics, indications, and consequences of and rationale behind gangs and gang membership; Chapter 2 discusses how staff behaviors can either encourage or prevent gangs on campus; Chapter 3 offers response strategies that school districts can implement; Chapter 4 discusses the roles of different stakeholders within the education community (i.e., school boards, school district office, school-site administrators, teachers and school staff, and parents); and the appendixes offer samples of school board policies. For California schools, there is a state and county contact list for gang prevention efforts. Although it originates from California, this text offers information and valuable guidelines beneficial to school districts in any state.
Available from: California Department of Education, Sacramento; 1-800-995-4099; p.89
Cost: $6.50

Resource: *Parent Project*
Audience: ▸ Parent Education Programs
▸ Law Enforcement
▸ Youth and Community-Based Programs
Description: The Parent Project is a structured activity-based parenting skills program specifically designed to help parents prevent and intervene in the most destructive of adolescent behaviors. Targeted parents are those of youth (in grades 4-12) identified as high-risk by schools, law enforcement, courts, probation, and community-based programs. However, every parent in a school district receives at least one program invitation per year. The program meets once a week for 16 consecutive weeks. The first six sessions are instructional; project facilitators use the "Parent Project Implementation Guide" to educate parents through multimedia instruction, adult teaching strategies, small-group practice, problem solving, and small-group shared learning experiences. The remaining ten sessions consist of structured parent group discussions led by trained facilitators. Each parent receives the workbook, "A Parent's Guide to Changing Destructive Adolescent Behavior," which serves to effectively focus group discussions and provides parents with practical and emotional support as they begin to change their parenting strategies. The program curriculum was developed by the Pomona, California Unified School District and the Pomona Police Department in response to the questions, concerns, and needs of parents of high-risk youth. The

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program is available to school districts, law enforcement agencies, juvenile courts, probation, community-based organizations, and mental health providers. A 40-hour facilitator training is required to obtain the implementation guide, parent workbooks, and permission to deliver the curriculum.

Available from: Alternative Resources, Ontario, California; 1-800-879-0219; p.89

Cost: 40-hour facilitator training, $300 per participant; parent workbook, $20 each

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Resource: *Peer Court*

Audience:
- Schools
- Law Enforcement

Description: The peer court program is used as a first-time juvenile offender diversion program. Juveniles are defended, prosecuted, and tried by their peers in a courtroom setting. Although there is a supervising juvenile court judge and adult defense and prosecuting attorneys coach the youth lawyers, the punishment of the juvenile offender is decided by peers themselves. Recidivism seems to be reduced through this process. Participation in this diversion program is voluntary, and the peers who conduct court sessions are also volunteers. The Placer County Office of Education has a training manual to assist schools and counties interested in the planning and implementation of this system; the manual is available only through attendance at a full-day training. The peers also have a video demonstrating their own peer court process. Peer court can work in conjunction with schools' efforts to educate students about the justice system. Placer County has developed a Juvenile Justice Handbook, which is the basis for the Peer Court Curriculum--a unit taught over 12 class periods that informs students about legal procedures while creating interest in peer court participation.

Available from: Placer County Office of Education, Auburn, California; (916) 663-4556, Karen Green; p.96

Cost: $20/set of Placer Peer Court Video and Juvenile Justice Handbook

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Resource: *Project YES!...Yes to Education and Skills*

Audience:
- Schools
- Law Enforcement
- Youth and Community-Based Programs

Description: A gang violence and drug prevention curriculum that can be delivered by teachers, police officers, and/or other trained volunteers in the classroom. It can be easily adapted into already existing academic programs. Separate curricula are available for grades 2 through 7, with Spanish versions for grades 3, 5, and 7. Each grade level curriculum includes 1) lessons and activity plans for students, 2) a training manual

for comprehensive staff development, 3) training videos that help staff understand the different grade level packages as well as graffiti and gang signs/symptoms, 4) audiocassettes that address the problems of drugs and gangs to parents, administrators, and community members, 5) "A Practical Guide for Decision Makers," 6) an interactive computer program for students dealing with peer pressure, and 7) a "Gang/Drug Curriculum Resource Directory." Trainings are available for those who wish to enhance their understanding of the materials and increase effective program delivery.

Available from: Orange County Department of Education, Costa Mesa, California; (714) 966-4000, Daria Waetjen; p.95

Cost: $299 for each grade level curriculum package/$800 for any three grade levels

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Resource: *Rebuilding Schools as Safe Havens: A Typology for Selecting and Integrating Violence Prevention Strategies*

Audience: ▸ Schools

Description: This 1994 report helps schools make sense of all the recent violence prevention materials. It provides site administrators, district leaders, and school principals with an effective way to view, select, and integrate school safety policies and programs. First, it offers a typology (presented graphically as well as in written form) for examining policies and practices. Then the typology is applied throughout the report, creating an easy-to-follow, practical guide. An appendix provides a sample of school and community-based violence prevention efforts in the western U.S.

Available from: Regional Educational Laboratories:
Midwestern Region, Oak Brook, Illinois; 1-800-356-2735; p.96
Northwestern Region, Portland, Oregon; 1-800-547-6339; p.96

Cost: free

Resource: *Safe Schools: A Planning Guide for Action*

Audience: ▸ Schools

Description: This comprehensive guide provides a framework for improving school safety. It assists schools in the planning process as well as in the implementation phase. It includes a model for a safe school, step-by-step instructions for establishing safe schools, and specific examples of actions and strategies. The underlying principle is that creating safe campuses requires entire community efforts in the planning as well as execution stages. The guide can be accompanied (for an extra fee) with the "Safe Schools...A Guide for Action" video.

Available from: California Department of Education, Sacramento; 1-800-995-4099; p.89

Cost: $4.25

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Resource: *Second Step Violence Prevention Curriculum*
Audience:
- Schools
- Youth and Community-Based Programs

Description: This curriculum is designed to reduce impulsive and aggressive behavior in children while increasing their level of social competence. Primary focus areas are empathy training, impulse control, and anger management. Second Step is divided into four grade levels: preschool-K, 1-3, 4-5, and 6-8. The elementary kits contain photo lesson cards that the instructor shows the students and uses to guide the discussion. The structure for grades 6-8 centers on discussion lessons and role playing. Lessons vary in length from 20-50 minutes, and each grade has approximately 20 lessons. If desired, staff training videos are available. A parent video, informing parents about the curriculum and how to reinforce it at home, will be available Fall 1995.

Available from: Committee for Children, Seattle, Washington; 1-800-634-4449; p.91
Cost: Each grade-based kit costs between $235 and $285; kits with videos cost between $355 and $405

Resource: *STAR (Straight Talk About Risks) Curriculum*
Audience:
- Schools

Description: A gun violence prevention program for school-aged children and teens and their families. Activities vary for different grades but cover pre-K through 12; they are flexible so that they can be incorporated into health education, general prevention topics, and traditional subject courses. The curriculum includes awareness materials for parents and community members, a video for secondary school students, a national guide to violence prevention programs, and age-appropriate bibliographies of literature and audiovisual resources.

Available from: Center to Prevent Handgun Violence, Washington, D.C.; (202) 289-7319; p.90
Cost: $13.90

Resource: *Strategies for Reducing Violence on the School Campus*
Audience:
- Schools

Description: This 19-page manual is simple, clear, and directed at busy school administrators. It offers one-line headings followed by one to two paragraphs for quick clarification. The strategies are intended as idea generators and as starting points for school staffs to develop their individual action plans.

Available from: California Office of Criminal Justice Planning, Sacramento; (916) 322-3067, Stan Harkness; p.90
Cost: free

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Resource: *A Strategy for Addressing Illegal Youth Gang Activities by a Mid-size Police Department*

Audience:
- Law Enforcement

Description: This 1991 document is designed to assist mid-size police departments as they address gang activities in their communities. Part I presents an introduction to the gang problem for mid-size jurisdictions and includes discussion of both historical and contemporary responses. Part II describes a futures study for California wherein issues, trends, and events up to the year 2001 are predicted and their impact analyzed. Parts III, IV, and V are practically oriented toward strategic management plans, transition management, and recommendations. The strategies can be of use to other states despite the fact that the trends discussed are California-specific.

Available from: Foster City Police Department, Foster City, California; (415) 574-5555; p.92

Cost: free

Resource: *Street Smart Gang Information Packet*

Audience:
- Schools
- Parents
- Youth and Community-Based Programs

Description: This 1989 packet is designed to educate parents, schools, and community members about gangs--their characteristics, types of gang members, how to identify warning signs of gang involvement, and the consequences of membership. There are two tip sheets, one for parents and one on gang awareness in the classroom. There is also a sample student referral form that can be used to keep track of suspected gang members. The information packet is available in English, Spanish, Lao, Vietnamese, Chinese, Hmong, Tagalog, Polish, and Russian. A video entitled "Cocoy" presents one gang member's reflections on gang life, how he lost his friends/family, and prison life.

Available from: Stockton Unified School District, Stockton, California; (209) 951-1887, Greg Zavala; p.97

Cost: $5 for information packet; $25 for video

Resource: *Student Aggression: Prevention, Management, and Replacement Training*

Audience:
- Schools

Description: This 280-page book (1994) is designed for school personnel. It presents the primary techniques currently being employed to prevent and manage student aggression as well as constructive alternatives to replace it.

Available from: Guilford Publications, New York, New York; 1-800-365-7006; p.92

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Cost: $28.95

Resource: *Summer and Full Day Curriculum Manual*
Audience:
- Youth and Community-Based Programs

Description: This 1994 manual provides in-depth information on how to develop and administer summer and full-day school-Age child-care programs. It addresses the issues of designing environments; establishing relationships with parents, staff, and schools; and planning, scheduling, and managing day-long programs. It contains activity ideas for curriculum, field trips, and theme weeks as well as a step-by-step planning guide.

Available from: University of California, Cooperative Extension Service, Auburn; (916) 889-7385; p.98

Cost: $35

Resource: *Talking with TJ*
Audience:
- Schools
- Youth and Community-Based Programs

Description: This educational program was developed by the National 4-H Program--Extension Service, National 4-H Council, Boys and Girls Clubs of America, Girl Scouts of the U.S.A., and the Hallmark Corporate Foundation. Youth (grades 2-4) learn and practice skills for making group plans, appreciating differences and including people, and playing as a cooperative team. Three video segments form the basis for six sessions of under one hour each. Children view and analyze video vignettes of common interpersonal situations and then generate and practice alternative solutions. Materials include video segments and printed color comics for children; camera-ready masters for program promotion; and lesson handouts, posters, and a leader's guide.

Available from: Talking with TJ, Omaha, Nebraska; 1-800-673-3785; p.97

Cost: $19 for kit accommodating 15 children; $4.50 for refill kits with materials for 15 children

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Resource: *Teaching Tolerance Education Project*
Audience:
- Schools
- Youth and Community-Based Programs

Description: This project, similar to the overall mission of the Southern Poverty Law Center, aims to educate America's youth about tolerance, understanding and celebration of diversity and to teach how to create and live in a harmonious, peaceful world. Materials are free for educators, schools, and civic and religious organizations in every state.

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√ *Teaching Tolerance* magazine provides a national forum for teachers (both inside and outside the traditional classroom) to share techniques and explore new ideas around teaching tolerance and diversity. It provides annotated lists of resources (videos, books, curricula) that can be adapted for use in the classroom and in youth programs.

√ "America's Civil Rights Movement" teaching kit contains a 38-minute documentary video on the history of the movement, a teacher's guide, and a copy of the book *Free at Last: A History of the Civil Rights Movement and Those Who Died in the Struggle*.

√ "The Shadow of Hate" teaching kit chronicles the varied forms of bigotry and hatred that have occurred throughout U.S. history.

Upcoming kits will focus on early childhood education, conflict resolution, cooperative learning, and community action. These packages can be utilized in nonclassroom settings.

Available from: Southern Poverty Law Center, Montgomery, Alabama; (205) 264-0286; p.97

Cost: free

Resource: *10 Ways to Put a "Child-Safety Cap" on a Hostile Culture*

Audience:
- Parents

Description: This 24-page report describes a variety of action items and resources for parents concerned about violent and sexually explicit television and music, education decline, and eroding family rights.

Available from: Family Research Council, Washington, D.C.; (202) 393-2100; p.92

Cost: $5

Resource: *Tribes, a New Way of Learning Together*

Audience:
- Schools
- Youth and Community-Based Programs

Description: This comprehensive text (over 400 pages) shows teachers and group leaders how to reach students by building community. The book describes the process of developing a caring environment by drawing on concepts from the fields of cooperative learning, resiliency, and social learning theory. Materials detail how to teach collaborative team-building skills, design interactive learning experiences, work with multiple learning styles, and create positive community settings. It includes almost 200 activities--"Strategies" and "Energizers"--for facilitating the process.

Available from: Center Source Publications, Santa Rosa, California; (707) 577-8233; p.90

Cost: $31.95

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Resource: *Violence Prevention Curriculum for Adolescents*
Audience:
- Schools

Description: This is a ten-session course with a teacher-training videotape and 110-page teacher's guide (with student handouts). It addresses issues of violence and anger among youth and explains why and how students should find alternatives to fighting/violence. It can be incorporated into high school health, sociology, psychology, and other classes.

Available from: Education Development Center, Newton, Massachusetts; (617) 969-7100, Ronnie Dicomo or Sherry Tighe; p.91
Cost: $150

Resource: *Violence in the Schools: Developing Prevention Plans*
Audience:
- Schools

Description: This is a violence prevention instructional program that empowers students in grades 6-9 to combat the problem of school violence. Students gain a sense of responsibility for solving this problem by creating plans (in a 90-page workbook) to combat violence in a hypothetical school. Critical thinking and active participation strategies are used. This curriculum can be incorporated into a social studies or middle school core curriculum. It takes between 9 and 12 class periods.

Available from: Center for Civic Education, Calabasas, California; 1-800-350-4223; p.90
Cost: student workbooks $5.50 each ($5 each for orders of 10 or more); teacher's guide $10

Resource: *Violence in Urban America: Mobilizing a Response*
Audience:
- Community Agencies/Government Offices
- Law Enforcement

Description: This 118-page book (1994) summarizes a conference on urban violence attended by mayors, police chiefs, local officials, state and federal agency experts, and researchers. It provides practical ideas to combat violence in urban America and offers suggestions for the design of new approaches to intervention.

Available from: National Academy Press, Washington, D.C.; 1-800-624-6242; p.93
Cost: $12.95

Resource: *Violence and Youth: Psychology's Response, Volume I*
Audience:
- Schools
- Law Enforcement
- Youth and Community-Based Programs
- Community Agencies/Government Offices

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Description: This volume summarizes a major study by the American Psychological Association's Commission on Violence and Youth. It is one of the most recent and comprehensive analyses of violence available. The report explains how youth become violent as a result of developmental antecedents and how social and cultural experiences affect youth violence. It also discusses youth as victims of violence and offers effective intervention strategies and recommendations for research and public policy.

Available from: American Psychological Association (APA), Washington, D.C.; 1-800-374-2721; p.89

Cost: free

Resource: *A World of Difference*

Audience:
- Schools
- Parent Education Programs

Description: This program is designed to reduce prejudice and discrimination through interactive workshops for teachers, students, and parent groups. In these workshops, participants learn strategies to confront their own biases, increase sensitivity to differences, and realize the effects of prejudicial attitudes. The trainings use a combination of discussion, workbooks, and print and educational materials to reach their audiences. After completing workshop training, teachers can access resource manuals to continue diversity training in the classroom.

Available from: Anti-Defamation League, New York, New York; (212) 885-7800; p.89

Cost: Full day workshop is $1,100 for groups of 50 persons or less; pre-school and Elementary Resource Manuals are $25 each; K-12 Resource Manual is $35

Resource: *Youth Intervention: A Manual for Developing a Neighborhood-Based Program*

Audience:
- Youth and Community-Based Programs
- Community Agencies/Government Offices

Description: This comprehensive how-to manual is designed to guide various sectors of a community through the steps of developing and implementing a Youth Intervention Program (YIP). Its chapters include the predevelopment phases of assessing community needs and how Neighborhood Housing Services (NHS) chooses a specific youth program and then assesses the organizational capacity to have a youth program; the development phases of forming a steering committee, developing financial and organizational relationships between NHS and the program, and determining policies and procedures; and the implementation phases of start-up, program components, and evaluation. The manual contains assessment survey instruments, questionnaires,

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worksheets, and checklists and advocates the involvement of city offices, schools, courts, and existing programs.

Available from: Neighborhood Reinvestment Corporation, Washington, D.C.; (202) 376-2390, Debra Keney; p.95

Cost: $10

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CHAPTER 4: Resources-by-Audience Index

This index breaks down the audiences mentioned in Chapter 4 with the resources that might benefit them. As you review it, you can refer back to the chapter, where the resources are listed alphabetically.

▸Schools

Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth
Alcohol and Drugs in the Public Schools: Implications for School Leaders (1988)
ASSIST Program (Affective Skills Sequentially Introduced and Systematically Taught)
Building Partnerships for Kids (BPK)
Canceled Lives: Letters From the Inside
CHAMPS (Champs Have And Model Positive Peer Skills) Peer Leadership
Community Board Conflict Resolution
Crisis Intervention in the Schools
DARE to Be You
Dreams & Realities
Family Development Program Materials
First Teachers: Parental Involvement in the Public Schools
4-H Cares (Chemical Abuse Resistance Education Series)
Gang Intervention Handbook
Gang Recruitment Intervention/Prevention Program (G.R.I.P.P.)
G.R.E.A.T. (Gang Resistance Education And Training)
Growing Up, Developing Self-Esteem
How to Organize an Anti-Violence Week
I'll Take Charge
Interactive Postcards and Curriculum
Learning to Care: Helping Adolescents Develop Parenting Skills for Adult Life
Mission SOAR (Set Objectives, Achieve Results)
New Entrepreneurs
On Alert! Gang Prevention
Peer Court
Project YES!...Yes to Education and Skills
Rebuilding Schools as Safe Havens: A Typology for Selecting and Integrating Violence Prevention Strategies
Safe Schools: A Planning Guide for Action
Second Step Violence Prevention Curriculum
STAR Curriculum (Straight Talk About Risks)
Strategies for Reducing Violence on the School Campus
Street Smart Gang Information Packet
Student Aggression: Prevention, Management, and Replacement Training
Talking with TJ
Teaching Tolerance Education Project

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Tribes, a New Way of Learning Together
Violence Prevention Curriculum for Adolescents
Violence in the Schools: Developing Prevention Plans
Violence and Youth: Psychology's Response, Volume I
A World of Difference

▸Law Enforcement

Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth
Aurora Colors II
California Offender Program Services (COPS)
Community Board Conflict Resolution
Cops Helping Kids: Teaching Preschoolers Violence Prevention and Safety
D.A.R.E. (Drug Abuse Resistance Education)
Gang Intervention Handbook
Gang Recruitment Intervention/Prevention Program (G.R.I.P.P.)
G.R.E.A.T. (Gang Resistance Education And Training)
New Entrepreneurs
Parent Project
Peer Court
Project YES!...Yes to Education and Skills
A Strategy for Addressing Illegal Youth Gang Activities by a Mid-size Police Department
Violence in Urban America: Mobilizing a Response
Violence and Youth: Psychology's Response, Volume I

▸Youth and Community-Based Programs

Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth
Canceled Lives: Letters from the Inside
Community Board Conflict Resolution
DARE to Be You
Dreams & Realities
Family Development Program Materials
4-H Cares (Chemical Abuse Resistance Education Series)
Gang Intervention Handbook
Gang Recruitment Intervention/Prevention Program (G.R.I.P.P.)
I'll Take Charge
Interactive Postcards and Curriculum
Learning to Care: Helping Adolescents Develop Parenting Skills for Adult Life
New Entrepreneurs
Parent Project
Project YES!...Yes to Education and Skills
Second Step Violence Prevention Curriculum

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Street Smart Gang Information Packet
Summer and Full Day Curriculum Manual
Talking with TJ
Teaching Tolerance Education Project
Tribes, a New Way of Learning Together
Violence and Youth: Psychology's Response, Volume I
Youth Intervention: A Manual for Developing a Neighborhood-Based Program

▸Parent Education Programs

Building Partnerships for Kids (BPK)
DARE to Be You
Family Development Program Materials
Learning to Care: Helping Adolescents Develop Parenting Skills for Adult Life
National Extension Parent Education Model (NEPEM)
Parent Project
A World of Difference

▸Parents

Family Development Program Materials
Growing Up Drug Free: A Parent's Guide to Prevention
Street Smart Gang Information Packet
10 Ways to Put a "Child-Safety Cap" on a Hostile Culture

▸Community Agencies/Government Offices

Aurora Colors II
Violence in Urban America: Mobilizing a Response
Violence and Youth: Psychology's Response, Volume I
Youth Intervention: A Manual for Developing a Neighborhood-Based Program

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CHAPTER 5: ORGANIZATIONS AND VENDORS WITH MULTIPLE RESOURCES AND SERVICES

Unlike Chapter 4, this chapter is arranged to highlight organizations and vendors rather than specific resource materials. The listing that follows describes agencies in terms of the various services and materials that they can offer you. Again, simply review the targeted audiences listed under each title to decide how helpful each organization or vendor might be for you.

Brief contact information is provided next to each organization's name; the page number refers to the page in Chapter 7, the Master Directory, where full contact information can be found. In some cases, contact names and/or phone numbers were unavailable.

Organization: *Active Parenting Publishers*, Marietta, Georgia; 1-800-825-0060; p.89

Audience:
- Parent Education Programs
- Parents
- Schools
- Youth and Community-Based Programs
- Community Agencies/Government Offices

Resources: Materials in the 1995 catalog of educational programs, videos, tapes, and publications teach parenting skills and the importance of parent involvement in the schools; how to encourage student participation and positively manage the classroom; and how children can boost their own self-esteem, control their lives, and experience the power of choice.

Video-based discussion programs include the following:
- √ "Active Parenting Today"
- √ "Active Parenting of Teens"
- √ "Active Teaching: Enhancing Discipline, Self-esteem and Student Performance".
- √ "Parents on Board" (teaches parents the importance of school involvement)

Programs directed at youth include those on building self-esteem and control, such as
- √ "Free the Horses" (for grades 1-4)
- √ "The Power of Choice" (for high school students)

Other resources include
- √ "Motivating Your Kids from Crayons to Career"
- √ "Fighting Invisible Tigers: A Stress Management Guide for Teens"
- √ "Peer Pressure Reversal: An Adult Guide to Developing a Responsible Child"

Cost: varies

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Organization: *B.L. Winch & Associates/Jalmar Press*, Torrance, California; 1-800-662-9662; p.89

Audience:
- ▸ Parent Education Programs
- ▸ Parents
- ▸ Schools
- ▸ Youth and Community-Based Programs

Resources: Catalog and brochures list various materials related to positive self-esteem. Some relate to staff development, such as:

√ "Enhancing the Educator's Self-Esteem"

√ "A Stress Management Guide for Educators"

For parents/staff/teachers, titles include

√ "The Parent Book: Raising Emotionally Mature Children Ages 3-15"

√ "Openmind/Wholemind: Parenting and Teaching Tomorrow's Children Today"

√ "The Turbulent Teens: Understanding, Helping, Surviving"

√ "Six Vital Ingredients of Self-Esteem: How to Develop Them in Your Students"

Classroom curricula and workbooks for students include the following:

√ "Esteem Builders" (grades K-8)

√ "You & Self-Esteem" (grades 5-12)

√ "Goal Setting Skills for Young Adults" (ages 10-18)

√ "Problem Solving Skills for Children" (ages 4-9)

Cost: most written materials cost between $7.95 and $49.94; curricula cost ranges from $149.95 to $349.95

Organization: *Boys Town Press*, Boys Town, Nebraska; 1-800-282-6657; p.89

Audience:
- ▸ Parent Education Programs
- ▸ Parents
- ▸ Schools
- ▸ Youth and Community-Based Programs

Resources: The 1995 catalog of resources includes videotapes, books, training manuals, research monographs, and curricula. Focus is on increasing knowledge and skills of those who work with troubled, aggressive, and abused youth, as well as on educating youth directly. Some video programs for parents and parent education programs include

√ "Common Sense Parenting," a program consisting of an easy-to-read parenting skills guide and two 50-minute videos entitled "Helping Your Child Succeed" and "Teaching Responsible Behavior"

√ "I'm Not Everybody! Helping Your Child Stand Up to Peer Pressure"

√ "Homework? I'll Do It Later!"

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√ "Setting Your Child Up for Success! Anticipating and Preventing Problems"

School curricula examples are

√ "Helping Teens Unmask Sexual Con Games," which includes both teacher and student handbooks

√ "Teaching Social Skills to Youth," which includes leader and youth handbooks

National workshops, education training, and site development services are available.

Cost: from $14.95-$29.95

Organization: *Bureau For At-Risk Youth*, Huntington, New York; 1-800-999-6884; p.89

Audience:
- Parent Education Programs
- Schools
- Youth and Community-Based Programs

Resources: The 1994 catalog of resources addresses parenting education/involvement, drug-free/safe schools and communities, violence prevention, life skills education, and cultural diversity. Over 750 products are described, with 80 products also available in Spanish; this may be one of the largest sources of materials for at-risk youth (e.g., all items provided by Chariot Productions are offered through this bureau). The products feature coloring and activity books for young children, videos, computer programs for older students, posters, booklets/informational card sets, etc. There is also a Spring 1995 video catalog which specifically itemizes videos. Some examples from both catalogs are

√ "That Old Gang of Mine," a video of interviews with incarcerated gang members

√ "No Punching Judy," a video and curriculum on domestic violence prevention

√ "The Value of Making Good Choices," an activity book for fourth to eighth graders for use with a teacher's guide

√ "The Insight Program: Alternatives to Suspension," a nine-part series of classes and interactive meetings designed for teens who are in trouble because of alcohol and other drug use

√ "Look Before You Leap--The Dropping Out Crisis," a video and workbook program

Cost: varies

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Organization: *California Office of the Attorney General, Crime and Violence Prevention Center*, Sacramento; (916) 324-7863; p.90

Audience:
- Parent Education Programs
- Schools
- Youth and Community-Based Programs
- Community Agencies/Government Offices
- Law Enforcement

Resources:
- √ "Drug Free Zones: Taking Action" video and booklet show how to motivate and organize a community to take action.
- √ "COPPS--Community Oriented Policing and Problem Solving" video and manual help local police agencies implement COPPS.
- √ "Gangs 2000: A Call to Action" reports on the impact of criminal street gangs, goals of prevention, and prevention strategies and challenges for California schools, police, and communities.
- √ "Gangs: A Community Response" information booklet suggests preventive solutions for police, schools, community-based organizations, and neighborhoods.
- √ "Schools and Drugs: A Guide to Drug and Alcohol Abuse Prevention Curricula and Programs" manual describes approximately 20 curricula in depth and 15 programs; contact information and useful tables are provided.
- √ "Gangs: Turning the Corner" video tells how individuals, groups, and organizations around the U.S. are taking back the streets from gangs; in 30- and 60-minute versions.
- √ Other resources pertain to drugs, safe driving, and safe schools.

Cost: from $10.95-$49.95

Organization: *Center for Early Adolescence*, Carrboro, North Carolina; (919) 966-1148; p.90

Audience:
- Parent Education Programs
- Schools
- Youth and Community-Based Programs

Resources: The center provides research, publication materials, and services. From its multidisciplinary library, the center answers questions on early adolescence, recommends useful resources, offers information on approaches to use in school and community programs, and makes referrals to other organizations.

Among other resources, some publication titles include

- √ "Before It's Too Late: Dropout Prevention in the Middle Grades," report for schools that explores how middle-grade schools can strengthen their holding power on dropout-prone adolescents. It outlines a comprehensive strategy at the local level with a timetable for implementation.

√ "Living with 10- to 15-Year Olds" parent curriculum helps schools and community groups provide families with in-depth information and guidance on understanding, communicating with, and talking to early adolescents about sensitive issues.

√ "Planning Programs for Young Adolescents" is a comprehensive program planning, assessment, and staff development curriculum for youth-serving organizations wanting to work with young adolescents.

Cost: from $2-$189

Organization: *Chariot Productions*, Boulder, Colorado; 1-800-477-5128; p.90

Audience:
- Parent Education Programs
- Schools
- Youth and Community-Based Programs

Resources: Various videos:

√ "Violence: Inside/Out," 60-minute video and study guide on the effects of violence at home, in schools, and in communities; for use with seventh grade and older

√ "Alternatives to Violence," curriculum on conflict resolution, negotiation, and mediation; for use with grades 6-12

√ "Grandfather Sky," 50-minute video that explores the role of cultural identity, traditions, and family ties; for use with seventh grade and older

√ "Tough Cries," 25-minute video that addresses fighting, violence, and peer pressure in a way that displays the ineffectiveness of anger; for use with seventh grade and older

√ "The Possible Dream," 57-minute video that examines teens' outlook on racial and ethnic relations; for use with sixth grade and older

Cost: from $89.95-$150

Organization: *Children's Creative Response to Conflict Program (CCRC)*, Nyack, New York; (914) 353-1796; p.90

Audience:
- Parent Education Programs
- Schools
- Youth and Community-Based Programs

Resources: Various resource materials teach young children and adults new ways to examine conflicts and develop solutions. Titles include

√ "The Friendly Classroom for a Small Planet: Creative Approaches to Living and Problem Solving" (also available in Spanish)

√ "Starting Out Right--Nurturing Young Children"

√ "Manual on Nonviolence and Children"

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- √ "A Year of Students' Creative Response to Conflict: 35 Experiential Workshops for the Classroom"
- √ "Creative Conflict Resolution: More than 200 Activities for Keeping Peace in the Classroom K-6"
- √ "Anti-Bias Curriculum--Tools for Empowering Young Children"
- √ "Sharing Space" newsletter that keeps track of new resources pertaining to peace and nonviolence

Cost: $3-$23

Organization: *Children's Defense Fund (CDF)*, Washington, D.C.; (202) 628-8787, Molly Mohler; p.91

Audience:
- ▸ Parent Education Programs
- ▸ Schools
- ▸ Youth and Community-Based Programs
- ▸ Community Agencies/Government Offices
- ▸ Law Enforcement

Resources: Branches of CDF include their Safe Start Campaign and the Black Community Crusade for children (a CDF-coordinated effort to mobilize the black community around the needs of black children); together they generate fact sheets, guidebooks, bibliographies, resource lists, data reports, and program summaries that aim to enhance services to children, prevent and stop violence, and influence policy. The Fall 1994-1995 publications guide includes books, research reports, advocate's guides, posters, and videos of conference speeches delivered on youth issues. Some specific resources are

- √ "Wasting America's Future: The Children's Defense Fund Report on the Costs of Child Poverty"
- √ "The State of America's Children Yearbook 1995" (comprehensive report on policy developments and data related to youth)
- √ "Helping Children by Strengthening Families" (report on family education/support programs)
- √ Child Watch Visitation Program (exposes business and public officials to the conditions that youth face on the streets as well as in juvenile halls and schools)
- √ National Observance of Children's Sabbaths (engages religious organizations around the country on three specified days to help children and families through education, prayer, service, and advocacy)
- √ Beat the Odds Celebration Program (communitywide collaborative project that honors students who demonstrate academic excellence and the strength to "beat the odds")

Cost: many resource/fact sheets and program materials are free; publications and videos are under $30

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Organization: *Contra Costa County Health Services Department, Prevention Program*, Pleasant Hill, California; (510) 646-6511; p.91

Audience:
- Community Agencies/Government Offices

Resources: Materials cover general prevention, violence prevention, hunger/nutrition, and unintentional injury. Specific examples include

- √ "Preventing Violence in Contra Costa County: A Framework for Action"
- √ "The Spectrum of Prevention: A Model for Improving Community Health"
- √ "Teens Speak Out Against Violence" videotape

Cost: documents are free; videos range from $40-$65 for purchase, $15-$25 for loan

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Organization: *Educators for Social Responsibility (ESR)*, Cambridge, Massachusetts; 1-800-370-2515; p.91/*Resolving Conflict Creatively Program (RCCP)*, New York, New York; (212) 387-0225; p.97

Audience:
- Parent Education Programs
- Schools
- Youth and Community-Based Programs

Resources: Programs and products listed in ESR's 1995 resource catalog stimulate critical thinking in children, teach creative and productive ways of dealing with differences, promote cooperative problem solving, and foster informed decision making. Resources include curricula, videos, comprehensive school conflict resolution program models, and software. The RCCP collaborates with ESR and has implemented a conflict resolution program in five school systems; information on the program can be obtained directly from RCCP or ESR. Classroom materials include

- √ "Teaching Young Children in Violent Times: Building a Peaceable Classroom" (for creating K-3 classrooms where children learn peaceful alternatives to the violence in society)
- √ "Elementary Perspectives: Teaching Concepts of Peace and Conflict" (resource guide with over 80 activities to help teachers and students discuss peace, justice, and conflict)
- √ "Getting Along: A Social Skills Curriculum" (lesson frameworks and individual lesson plans comprise two editions for students grades K-2 and 3-6; focus on development of social skills that help resolve problems)
- √ "Helping Teens Stop Violence: A Practical Guide for Counselors, Educators, and Parents" (a how-to manual of suggestions for working with teens to analyze racism, sexism, conflict, and violence)

√ "Battles, Hassles, Tantrums and Tears: Strategies for Coping with Conflict and Making Peace at Home" (parent guide to strategies, activities, and information)
√ "Everybody Rejoice: A Celebration of Diversity" (video)
√ "An Eye for an Eye...Makes the Whole World Blind" (video)

Cost: from $6-$49.95

Organization: *Empowering People Books, Tapes & Videos*, Provo, Utah; 1-800-456-7770; p.91

Audience:
- Parent Education Programs
- Parents
- Schools
- Youth and Community-Based Programs
- Law Enforcement

Resources: Materials focus on empowering those who can influence youth development by teaching positive discipline techniques, parenting skills, and how to develop self-esteem. Materials include

√ "Positive Discipline" (parent education program)
√ "Time Out: Abuses and Effective Uses" (guide for parents and teachers)
√ "The Family That Works Together" (book for families)
√ "Raising Self-Reliant Children in a Self-Indulgent World" (book)
√ "Developing Capable People" (staff development/parent education program)
√ "Developing Healthy Self-Esteem" (staff development video)

The "Developing Capable People" and "Positive Discipline" models are also presented through lectures and workshops around the country.

Cost: print materials range from $6.95-$59.95; audiocassettes and videos from $10.95-$150

Organization: *Equal Partners: The Self-Esteem Institute*, Silver Spring, Maryland; 1-800-438-0081; p.91

Audience:
- Schools
- Youth and Community-Based Programs

Resources: Produces guides, curricula, audiocassettes, and texts; primary focus is on developing healthy, productive social and professional relationships by fostering sense of self.

√ The largest series is "The Dynamics of Relationships: A Guide for Developing Self-Esteem and Coping Skills." It involves hands-on, how-to manuals for both teachers and students and is available in English and Spanish.
√ The teen series addresses sexuality, gangs, date rape, AIDS, and prejudice.

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√ The K-7 curriculum is prevention-focused on anger/conflict management, communication skills, and self-esteem.
√ "Self-Esteem in the Classroom" contains over 200 classroom activities to build self-esteem in grades K-12.

Other books for youth include
√ "Does Anyone Hear Our Cries for Help?"
√ "Getting to Know Me"
√ "Proud to Be Me"

Cost: from $7.95-$65

Organization: *ETR Associates*, Santa Cruz, California; (408) 438-4060; p.91
Audience:
▸ Schools
▸ Youth and Community-Based Programs

Resources: The 1995 school catalog offers books, pamphlets, curricula, manuals, photonovels, and videos that cover a spectrum of health education topics: comprehensive health, self-esteem, sexuality education, reproductive health, HIV and STD prevention, injury prevention, alcohol and other drug prevention, life management skills, fitness, diversity, and violence. Titles include
√ "Enhancing Self-Esteem" (teacher's guide and student handbooks, grades 5-8)
√ "Communicating Emotions" (immediate techniques to safely express angry feelings, grades 5-8)
√ "Developing Responsibility and Self-Discipline" (grades 9-12)
√ "Smile, You're Worth It! Curriculum Guide" (grades 4-9)
√ "The Unforgettable Pen Pal: A Story About Prejudice and Discrimination" (grades K-6)
√ "Stopping Violence" (student workbooks, grades 5-8)
√ "Mad Attitude?! Violence Gets You Nowhere" (grades 6-9)
√ "Solving Conflicts" (grades 3-6)

Cost: from $17.95-$189 (pamphlets are less)

Organization: *Guidance Associates*, Mount Kisco, New York; 1-800-431-1242; p.92
Audience:
▸ Schools
▸ Youth and Community-Based Programs

Resources: The 1995 video catalog incorporates videos from Guidance Associates, the Center for Humanities, and Vocational Media Associates into one complete guide. Guidance videos address substance abuse, peer pressure, stress, conflict resolution, suicide, sex education, family relationships, violence, parenting skills, values, and multicultural issues. Titles include
√ "How to Say No Without Losing Your Friends"
√ "Knowing Who You Are--and Liking It"

√ "Focus on Honesty"
√ "How We're Different and Alike"
√ "Group Dynamics: Why good People Make Bad Decisions"
√ "Working It Out at Madison High: Taking Responsibility for Your Actions"

Cost: from $69-$129

Organization: *HRM Video*, Pleasantville, New York; 1-800-431-2050; p.92
Audience:
- Schools
- Youth and Community-Based Programs

Resources: The 1994 catalog of videos includes materials and curriculum on the following issues: drug use, health, personal development, multiculturalism, and career planning. Titles include

√ "Are You Addicted?" (7th grade-college)
√ "Choose to Refuse: Saying No and Keeping Your Friends" (grades 4-8)
√ "Beyond the Looking Glass: Self-Esteem and Body Image" (grades 8-12)
√ "Relationships: Knowing the Good from the Bad" (8th grade-college)
√ "Real People: Meet a Teenage Mother" (grades 7-12)
√ "What's School Got to Do with It?" (grades 8-12)
√ "Teenage Crises: The Fateful Choices" (grades 8-12)
√ "10 Easy Ways to Keep Your Job" (grades 8-12)

Cost: varies

Organization: *Intermedia*, Seattle, Washington; 1-800-553-8336; p.92
Audience:
- Schools
- Youth and Community-Based Programs

Resources: Videos address violence and health issues. There are videos on dating violence and rape, teen sexuality, gangs, cultural diversity, AIDS prevention, domestic violence, substance abuse, suicide, and body image. Titles include

√ "Dating Violence: The Hidden Secret"
√ "Playing the Game" (date/acquaintance rape)
√ "It Only Takes Once" (teen pregnancy)
√ "He's No Hero" (male sexual responsibility)
√ "Got II Come Up" (gang membership)
√ "Desperate Exit" (suicide)
√ "The Perfect Body"

There are also two videos for young children--one on the danger of drugs and one on self-esteem.

Cost: from $198-$350

Organization: *John Marshall High School, Eagle's Wing Productions*, Milwaukee, Wisconsin; (414) 461-8830, John Holmes; p.92

Audience:
- Schools
- Youth and Community-Based Programs
- Community Agencies/Government Offices
- Law Enforcement

Resources: Eagle's Wing Productions, as part of a school-to-work transition program, is a student-run video production business that provides anti-violence videos to schools as well as law enforcement agencies such as the Milwaukee and Minneapolis Police Departments and the Midwest Gang Investigators Association.

√ The most popular video is "Street Heat: Kids, Guns and Gangs," which shows the real-world consequences of kids getting involved with guns and gangs: incarceration and death. Target audience is students in grades 4-12; a curriculum guide accompanies the video.

Other videos for adult awareness education include

√ "Destructive Occult Behavior"

√ "Understanding Gang Identifiers"

√ "Street Weapons: Beyond Guns"

Cost: $25-$45/video

Organization: *National Association for Mediation in Education (NAME)*, Amherst, Massachusetts; (413) 545-2462; p.93

Audience:
- Parent Education Programs
- Schools
- Youth and Community-Based Programs

Resources: The 1994 publications list includes books, manuals, video and audiocassettes, and packets of articles on specialized topics. Some are published by NAME, others are advertised and distributed by NAME but developed by other companies. All relate to the development, implementation, and institutionalization of conflict resolution programs and curricula. The list organizes materials by grade level, then by subject matter (i.e., reference, setting up a program, teaching conflict resolution, videos, music, teaching aids, theory, and evaluation). Information under each resource includes description, price, and source.

Cost: own products cost between $7 and $23; others can cost up to $200

Organization: *National Center for Education in Maternal and Child Health (NCEMCH)*, Arlington, Virginia; (703) 524-7802; p.93

Audience:
- Parent Education Programs
- Parents
- Schools
- Youth and Community-Based Programs
- Community Agencies/Government Offices
- Law Enforcement

Resources: The 1994 publications catalog lists clearinghouse items such as

√ resource directories

√ topical bibliographies (e.g., there is a "BiblioAlert" on new resources for preventing injury and violence)

√ information packets

√ conference proceedings

√ other educational materials on various aspects of maternal and child health (e.g., nutrition, social work, health policy)

The MCH (Maternal and Child Health) Bureau compiles program interchange publications about selected materials developed by or available from federal agencies, state and local public health agencies, and voluntary and professional organizations; all of these are also a part of the NCEMCH reference collection.

Cost: most materials are free; select items cost between $5 and $25

Organization: *National Clearinghouse for Alcohol and Drug Information (NCADI)*, Rockville, Maryland; 1-800-729-6686; p.93

Audience:
- Parent Education Programs
- Parents
- Schools
- Youth and Community-Based Programs
- Community Agencies/Government Offices

Resources: The 1994 catalog of publications, posters, videos, series publications, and databases offers alcohol and other drug prevention resources and prevention information related to violence. Certain sections are designated by audience. Sample titles of up-to-date prevention resources are

√ "Parent Training Is Prevention"

√ "The Indigenous Leader Outreach Model--Intervention Model"

√ "Everybody's Business: Drug-Free Schools and Communities"

√ "Prevention Pipeline" (bimonthly publication)

Some materials are available in Spanish. NCADI maintains an online violence prevention resource collection through PREVline, described in Chapter 3.

Cost: most materials are free; select items may cost up to $25

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Organization: *National Council of Juvenile and Family Court Judges*, Reno, Nevada; 1-800-527-3223; p.94

Audience:
- Schools
- Youth and Community-Based Programs
- Community Agencies/Government Offices
- Law Enforcement

Resources: The 1994 publications catalog includes special publications, articles from past issues of the *Juvenile and Family Court Journal*, and audio tapes from various conference seminars on juvenile justice issues. Special publications can include such titles as

√ "Family Violence: State-of-the-Art Court Programs"

Juvenile and Family Court Journal articles address a wide variety of issues:

√ "Teen Court: A Way to Combat Teenage Crime and Chemical Abuse"

√ "The Early Offender Project: A Community-Based Program for High-Risk Youth"

√ "A Peer Connection Program: An In-School Resource for High-Risk, Delinquency-Prone Students"

√ "The Efficacy of Intensive Early Intervention: An Evaluation of the Oakland County Probate Court Early Offender Program"

Audio tapes cover as wide an array of subjects.

Cost: special publications up to $15; journal article reprints $3 each; audio tapes $6 each

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Organization: *National Crime Prevention Council (NCPC)*, Washington, D.C.; (202) 466-6272; p.94

Audience:
- Parent Education Programs
- Schools
- Youth and Community-Based Programs
- Community Agencies/Government Offices
- Law Enforcement

Resources: All Council resources are designed to enable people to prevent crime and build safer communities. The catalog of products is divided into the following categories: mobilizing communities, protecting children, involving teens, involving adults, developing programs, and reaching the Spanish speaking. Publication titles include

√ "Helping Communities Mobilize Against Crime, Drugs, and Other Problems"

√ "Getting Together to Fight Crime"

√ "Stop the Violence, Start Something"

√ "Not Alone, Not Afraid: United Against Crime"

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√ "Creating a Climate of Hope: Ten Neighborhoods Tackle the Drug Crisis"
√ "Tools to Involve Parents in Gang Prevention"
√ "Talking with Youth About Prevention: A Teaching Guide for Law Enforcement and Others"
√ "Planning Is a Verb"

Examples of program or strategy implementation kits are

√ "Taking a Stand Against Crime and Drugs" (binder full of brochures, posters, community mobilizing/organizing booklet, and activity sheets, all of which can help launch crime prevention programs in a community)
√ "Teens, Crime, and the Community" (curriculum consisting of an 11-chapter workbook for students, a teacher's manual, and projects; all aim to help students understand their stake and their ability to help create crime and drug free communities through youth action)
√ "Youth as Resources" (program model--explained by publications and video--that can be implemented by various youth-serving agencies on the local level and that gives youth the opportunity to identify social issues of concern and design and help administer programs to address those issues)

Cost: some materials are free, others range from $5.95-$44.95 (for kits)

Organization: *National Criminal Justice Reference Service (NCJRS)*, Rockville, Maryland; 1-800-638-8736; p.94

Audience:
- Youth and Community-Based Programs
- Community Agencies/Government Offices
- Law Enforcement

Resources: This service incorporates information, products, referrals, and research from five government offices: National Institute of Justice (NIJ), Office of Juvenile Justice & Delinquency Prevention (OJJDP), Bureau of Justice Assistance (BJA), Office for Victims of Crime, and Bureau of Justice Statistics. All can be accessed through one large and very comprehensive database. In addition, the research and information from the National Youth Gang Information Center have been absorbed into NCJRS. Therefore, the service can provide the following information to guide the development of effective responses to community gang problems:

√ Gang manuals that provide technical assistance and/or model program designs
√ Gang-related information in the form of documents, bulletins, fact sheets, bibliographies, abstracts, and reports by government agencies and researchers

Specific titles from NCJRS include

- √ "Innovative Community Partnerships: Working Together for Change," which discusses the successes of three specific community collaborations between police and human service agencies
- √ "Neighborhood-Oriented Policing in Rural Communities: A Program Planning Guide"
- √ "Business Alliance: Planning for Business and Community Partnerships" (how-to guide)

Cost: most are free

Organization: *National Dropout Prevention Center*, Clemson, South Carolina; (803) 656-2599; p.94

Audience:
- ▸ Parent Education Programs
- ▸ Schools
- ▸ Youth and Community-Based Programs
- ▸ Community Agencies/Government Offices
- ▸ Law Enforcement

Resources: This organization of more than 3,000 teachers, counselors, school administrators, state department of education staff, and business and community leaders focuses on reducing America's dropout rate. It maintains the FOCUS database on dropout prevention resources (refer to Chapter 3); circulates a newsletter and journal on current issues affecting youth; conducts action research; and publishes reports and booklets. Practical titles include

- √ "An Evaluation Guide for Tutoring Programs"
- √ "School-Community-Business Partnerships: Building Foundations for Dropout Prevention"
- √ "Promoting Success for the African-American Male Student: A Blueprint for Action"
- √ "The Lifelong Options Program" (for integrating academics and vocational education)

Cost: research reports/booklets range from $1-$25; annual membership $45 (includes newsletter and journal subscriptions); newsletter subscription only costs $15 for four issues/year; *Journal of At-Risk Issues* $40 for four issues/year

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Organization: *National Educational Service*, Bloomington, Indiana; 1-800-733-6786; p.94

Audience:
- ▸ Parent Education Programs
- ▸ Schools
- ▸ Youth and Community-Based Programs

Resources: All the materials in the 1994 catalog of videos, publications, and staff development tools aim to help adults and youth create environments

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conducive to learning and positive development. A variety of resources are available for creating safe schools and communities. Numerous materials focus on dealing with diversity in schools such as:

√ "Teaching in the Diverse Classroom," an activity handbook for teachers

Other resources encourage parent and community collaboration around such issues as dropout prevention and violence; the following are some examples:

√ "Partners Towards Achievement: A Home-School-Community Partnership"

√ "Dealing with Youth Violence: What Schools and Communities Need to Know"

For youth, there following curriculum is available:

√ "Anger Management for Youth: Stemming Aggression and Violence," which could be used in either a school or a program setting. The curriculum is succinctly presented in a facilitator's manual that details how to organize an anger management training group, presents the lessons and how to teach them, and provides student activity sheets.

Cost: varies

Organization: *The National PTA*, Chicago, Illinois; (312) 549-3253; p.94

Audience:
- Parent Education Programs
- Parents
- Schools

Resources: The 1995 catalog of resources includes brochures, video kits, community leaders' guides, and planning kits. Materials provide tips on healthy parenting skills that can prevent violence in the family as well as tips for conducting parent education groups and ideas for enriching classroom activities. Brochure titles include

√ "Mirrors: Leading Children to Self-esteem" (complements the video "Mirrors: A Film About Self-esteem")

√ "Discipline: A Parent's Guide"

√ "What to Tell Your Child About Prejudice and Discrimination"

√ "Kids with Keys...Parents with Jobs...Who's in Charge?"

Video kits for use in parent education programs offer videos for group viewing, leaders' guides, and reproducible handouts. Examples include

√ "Opening Doors to Communicating with Your Teenager"

√ "Common Sense: Strategies for Raising Alcohol and Drug Free Children"

√ "In Someone Else's Shoes: A Guide to Inclusiveness"

Planning kits also contain leaders' guides and handouts:

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√ "PTA Parenting Guide: Programs and Resources" offers ideas and activities to plan parent education meetings or workshops on 20 different topics.

√ "Students Make the Difference" helps leaders with student involvement in project ideas and activities.

Cost: from free - $25 (although some planning kits for nonmembers can cost up to $45)

Organization: *National Resource Center for Youth Services*, Tulsa, Oklahoma; (918) 585-2986, TeRessa Kaemmerling; p.95

Audience:
- Schools
- Youth and Community-Based Programs

Resources: The 1995 catalog of publications and videos includes the following:

√ "Big Changes, Big Choices" is a 12-part guidance video series for young adolescents grades 5-9 that helps them discover their own power and responsibility to make right choices for themselves.

√ "The Power of Choice" is another 12-part video series that includes a discussion guide with questions, writing assignments, and activities.

√ "Working It Out at Madison I and II" is a teen guidance series on how to resolve personal and social conflicts.

√ "Dating Violence Intervention and Prevention for Teenagers, Group Leader's Manual" enables teens in group sessions to understand various aspects of dating violence.

√ "Reaching Out" guides youth services agencies in early intervention (counseling) with teens who engage in negative behaviors.

Other materials cover drug use prevention, conflict resolution, and teen pregnancy and parenting, as well as staff development resources.

Cost: most videos cost between $69.95 and $198; guidebooks and manuals $15-$52

Organization: *National School Safety Center (NSSC)*, Westlake, California; (805) 373-9977; p.95

Audience:
- Parent Education Programs
- Schools
- Youth and Community-Based Programs
- Community Agencies/Government Offices
- Law Enforcement

Resources: This national clearinghouse promotes school safety programs and activities as well as gang and drug prevention, school dropout

prevention, and community involvement in the lives of youth.
Publications:
√ "School Safety Check Book"
√ "Set Straight on Bullies"
√ "Gangs in School: Breaking Up Is Hard to Do"
Curricula:
√ "Developing Personal and Social Responsibility"
Film/tapes:
√ "High Risk Youth/At the Crossroads"
√ "What's Wrong with This Picture?"
Resource papers:
√ "Violence Prevention in the Schools: Creating an Action Plan"

Cost: from $4-$75

Organization: *New Mexico Center for Dispute Resolution (NMCDR)*, Albuquerque; (505) 247-0571; p.95

Audience:
- Parent Education Programs
- Schools
- Youth and Community-Based Programs
- Law Enforcement

Resources: This center develops and disseminates model mediation programs in New Mexico as well as other states. Many materials relate to prevention and intervention programs for children, youth, and families and provide experiences in positive communication and conflict resolution to enhance family functioning, improve school environments, prevent juvenile violence, and establish new norms for social interaction. Program planning and implementation tools include
√ "Resolving Conflict: Activities for Grades K-3"
√ "School Mediation Evaluation Materials"
√ "Managing Conflict: A Curriculum for Adolescents"
√ "Implementing Mediation in Youth Corrections Settings"
√ "Implementing Parent/Child Mediation in Youth Corrections Settings"
√ "Mediation and Conflict Resolution for Gang-Involved Youth"

Cost: $15-$30 per manual

Organization: *NIMCO, Inc.*, Calhoun, Kentucky; 1-800-962-6662; p.95

Audience:
- Parent Education Programs
- Schools
- Youth and Community-Based Programs
- Community Agencies/Government Offices
- Law Enforcement

Resources: This company has two 1995 catalogs that offer numerous materials related to violence prevention. The catalog of the "Bureau for Drug Abuse, Violence, and Recovery" and the catalog of the "Bureau for Violence Prevention" both feature mostly videos plus a few books and software packages. Topics covered are drugs, violence, dropout prevention, racism/prejudice, coping, anger management, conflict resolution, guns, gangs, consequences of crime, self-esteem, sex, peer pressure, community responsibility, stress management, parenting, teen pregnancy, date rape, and abuse.

Cost: from $29.95-$495

Organization: *Parents Leadership Institute*, Palo Alto, California; (415) 424-8687; p.95

Audience:
- Parent Education Programs
- Parents

Resources: This organization focuses on providing listening, parenting and leadership skills to parents and leaders of parents. In addition to leadership training workshops and parenting classes, the institute offers the following print and audio materials:

√ "Supporting and Empowering Parents"
√ "Listening: A Tool for Powerful Parenting"
√ "Listening to Children" (a six pamphlet set)
√ "Listening to Children" (audiotapes of the six pamphlet set)
√ "Leading a Parent Resource Group"

Materials are available in English, Spanish, Swedish and Russian and will soon be available in German and Japanese.

Cost: from $1-$3/booklet; $7/set of pamphlets; $15/set of audiotapes

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Organization: *Pyramid Film & Video*, Santa Monica, California; 1-800-421-2304; p.96

Audience:
- Schools
- Youth and Community-Based Programs

Resources: The 1993 catalog has a 10-page directory of resources pertaining to community education. All videos are marked according to intended age of audience. Topics of pertinence are parent and family education, youth at risk, sex education and sexual abuse, and self-esteem. Sample video titles:

√ "World Song" (celebrates diverse cultures)
√ "Cadillac Dreams" (how to hold on to dreams in inner cities)
√ "The Invincibles" (how three teens refuse to take drugs and engage in violence)
√ "Gangs, Guns, Graffiti"
√ "A Question of Ethics"
√ "The Morning After: A Story of Vandalism"

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√ "Without Consent" (date rape)
√ "Sky's the Limit" (strategies to overcome peer pressure)

Cost: from $195-$325

Organization: *Research Press*, Champaign, Illinois; (217) 352-3273; p.97
Audience:
- Parent Education Programs
- Schools
- Youth and Community-Based Programs

Resources: The 1995 catalog of curricula, training programs, books, and videos covers counseling and therapy, psychology, education, and parent training. Examples:

√ "Creating the Peaceable School: A Comprehensive Program for Teaching Conflict Resolution"
√ "Dealing with Anger--for Females: A Violence Prevention Program for African American Youth"
√ "Skillstreaming in Early Childhood: Teaching Prosocial Skills to the Preschool and Kindergarten Child"
√ "I Can Problem Solve: An Interpersonal Cognitive Problem-Solving Program for Children"
√ "Anger Management for Parents: The Rethink Method"

Other topics address aggression replacement training, teen pregnancy and parenting, and gang intervention. In Spring 1995, "Break It Up" will be available. This book offers practical guidelines for teachers on handling student disruptiveness and aggression in the school and classroom.

Cost: varies

Organization: *RespecTeen Program*, Minneapolis, Minnesota; 1-800-888-3820; p.97
Audience:
- Parent Education Programs
- Parents
- Schools
- Youth and Community-Based Programs
- Community Agencies/Government Offices
- Law Enforcement

Resources: This is the Lutheran Brotherhood's nationwide program that aims to help parents, youth, congregations, schools, and communities work together toward positive youth development. The Program Reference Guide, which is mainly available to the fraternity's branch officers, lists numerous resources that are available from different vendors. Interested parties may be able to review the guide, but they must order products through local branch officers and/or fraternal communicators. The Guide offers descriptions, length, target age group, and cost of each resource. The resources fall under the following categories: prevention

resources (pertaining to substance abuse, peer pressure, depression, sex, feelings); resources for branches, communities, and schools; and resources for congregations and families. Most materials are not religiously oriented.

Cost: varies

Organization: *Search Institute*, Minneapolis, Minnesota; 1-800-888-7828; p.97

Audience:
- ▸ Parent Education Programs
- ▸ Parents
- ▸ Schools
- ▸ Youth and Community-Based Programs
- ▸ Community Agencies/Government Offices

Resources: Items are directed at asset building for youth:

√ "101 Asset-Building Activities for Youth" is a collection of experiential learning activities that give 7th- to 12th-grade students an opportunity to understand the assets and explore their place in their lives and in their communities.

√ "Resources for Building Assets in Youth" is a 250-item listing of books, reports, videos, and other resources that address the 30 critical assets youth need for success.

√ The "Building Assets in Youth" video and poster set inspires those who work with youth to build on the positive.

√ "Values and Choices" is a comprehensive, values-based sexuality curriculum for seventh and eighth graders.

There are also practical guides for parents:

√ "A Guide for Parents of Young Adolescents" (offers suggestions for how to help children develop strong values regarding sexuality)

√ "Helping Your Teenager Succeed in School" (offers motivational and support techniques for parents of junior and senior high school students)

Cost: from $3.50-$24.95

Organization: *Social Studies School Service*, Culver City, California; 1-800-421-4246; p.97

Audience:
- ▸ Parent Education Programs
- ▸ Schools

Resources: Offers various catalogs, all of which contain videos, books, guides, activities, posters, audiocassettes, software, and workbook kits. Range of topics is great, including professional education/support materials, conflict resolution, at-risk students, peer pressure, dropping out, motivation, self-esteem, interpersonal/multicultural dynamics, stress, values/decision making, death and suicide, families in crisis, sexuality,

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relationships, drug education, values/morals, thinking skills, awareness/feelings, and responsibility.

Cost: from $8.95-$350 (for multimedia lesson kits)

Organization: *U.S. Department of Education*, Washington, D.C.; 1-800-572-5580; p.98

Audience:
- Parent Education Programs
- Parents
- Schools
- Youth and Community-Based Programs
- Community Agencies/Government Offices

Resources: The 1994 Directory of Education Publications lists reports, books, pamphlets, and curricula under a variety of subject headings. Under the "General" subject heading, reports include

√ "America's Schools: Everybody's Business"

√ "Dealing with Dropouts: The Urban Superintendent's Call to Action"

√ "Guide to Developing Educational Partnerships"

√ "Hard Work and High Expectations Papers: Motivating Students to Learn"

Under "Drug Education," sample titles are

√ "Drug Prevention Curricula: A Guide to Selection and Implementation"

√ "How Do I Help My Child Say 'No' to Drugs?"

√ "Learning to Live Drug Free--A Curriculum Mode for Prevention"

√ "Success Stories from Drug-Free Schools: A Guide For Educators, Parents and Policymakers"

Cost: many first-time single copies are free, but some cost up to $11

Organization: *WAVE (Work, Achievement, Values, & Education)*, Washington, D.C.; 1-800-274-2005 ext. 3009; p.98

Audience:
- Schools
- Youth and Community-Based Programs
- Community Agencies/Government Offices

Resources: This organization aims to enrich the lives of young people by helping them to develop dignity, self-sufficiency, and the desire to achieve.

√ WAVE in Communities is a program for out-of-school youth that helps them gain education credentials, improve their employability and work maturity skills, and find jobs; it operates through local community-based organizations, schools, community colleges, private industry councils, and universities.

√ WAVE in Schools is a dropout prevention and school-to-work transition program that improves 8th- to 12th-grade students'

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self-esteem, enhances life and employability skills, improves attendance and grades, and reduces disciplinary problems. Local schools implement the program with their own teachers, making use of WAVE's program design, training, curriculum, technical assistance, and network support.

√ WAVE in Middle Grades is a dropout prevention model for younger students; the curriculum concentrates on school success and preparation for high school and the work world.

√ Breaking Down the Boundaries is the business volunteer component of WAVE programs. Business and community volunteers use the WAVE Breaking Down the Boundaries curriculum to conduct lessons that help students prepare for the transition from school to work. Programs have been implemented in approximately 30 states.

Cost: varies, but curricula (manuals and student workbooks) per program start at $500; trainings and onsite assistance begin at $1,500

Organization: *William Gladden Foundation*, Cameron, West Virginia; 1-800-795-7475; p.98

Audience:
- Parent Education Programs
- Schools
- Youth and Community-Based Programs
- Law Enforcement

Resources: The 1994 Buyer's Guide offers numerous booklets, activity guides, posters, and videos about at-risk children and the issues that affect them:

√ Informational materials include booklets on children and substance abuse, family issues affecting children, juvenile delinquency, education, early childhood issues, sexual issues affecting children, and psychological issues affecting children.

√ Lessons in Living is a series of activity books to help preadolescent children learn about themselves and their relationships with people and things in the world around them. Topics addressed involve self-esteem building, responsibility, managing stress, decision making, and resisting peer pressure.

√ Parents' guides and the family issues series cover early childhood development, building strength and resiliency in your child, abusive families, changing family structure, effective parenting, latchkey kids, and effects of divorce.

√ Coloring and other activity books introduce hard-to-teach concepts to young children, such as feelings, healthy habits, honesty, kindness, and grief.

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- √ Psychological booklets explain fostering healthy self-images in youth, effects of racism and prejudice on children, and signs of children in turmoil.
- √ Need to Know books are designed for reluctant readers or those with reading difficulties. Materials are written on a fourth- to sixth-grade reading level and address such sensitive issues as peer pressure, teen fatherhood, incest, anger, discrimination, dating, birth control, drug abuse, AIDS, and stepfamilies.
- √ Coping Library, Values Library, Self-Esteem Library, and Ethics Encyclopedia contain numerous books of 128-192 pages each and are written for reading grade levels 7-12.
- √ Video titles include "No Rewind" (teenagers speak out on HIV/AIDS awareness), "Higher Goals," "The Power of Choice," and "Dealing with Disappointment."

Cost: most print materials are under $20, and videos range from $30-$189

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CHAPTER 5: Organizations-by-Audience Index

This index breaks down the audiences mentioned in Chapter 5 with the organizations and vendors that might be of service to them. As you review it, you can refer back to the chapter, where the agencies are listed alphabetically.

▸Schools

Active Parenting Publishers
B.L. Winch & Associates/Jalmar Press
Boys Town Press
Bureau for At-Risk Youth
California Office of the Attorney General, Crime and Violence Prevention Center
Center for Early Adolescence
Chariot Productions
Children's Creative Response to Conflict (CCRC)
Children's Defense Fund (CDF)
Educators for Social Responsibility (ESR)/Resolving Conflict Creatively Program (RCCP)
Empowering People Books, Tapes & Videos
Equal Partners: The Self-Esteem Institute
ETR Associates
Guidance Associates
HRM Video
Intermedia
John Marshall High School, Eagle's Wing Productions
National Association for Mediation in Education (NAME)
National Center for Education in Maternal and Child Health (NCEMCH)
National Clearinghouse for Alcohol and Drug Information (NCADI)
National Council of Juvenile and Family Court Judges
National Crime Prevention Council (NCPC)
National Dropout Prevention Center
National Educational Service
The National PTA
National Resource Center for Youth Services
National School Safety Center (NSSC)
New Mexico Center for Dispute Resolution (NMCDR)
NIMCO, Inc.
Pyramid Film & Video
Research Press
RespecTeen Program
Search Institute
Social Studies School Service
U.S. Department of Education

WAVE (Work, Achievement, Values, & Education)
William Gladden Foundation

▸Law Enforcement

California Office of the Attorney General, Crime and Violence Prevention Center
Children's Defense Fund (CDF)
Empowering People Books, Tapes & Videos
John Marshall High School, Eagle's Wing Productions
National Center for Education in Maternal and Child Health (NCEMCH)
National Council of Juvenile and Family Court Judges
National Crime Prevention Council
National Criminal Justice Reference Service (NCJRS)
National Dropout Prevention Center
National School Safety Center (NSSC)
New Mexico Center for Dispute Resolution (NMCDR)
NIMCO, Inc.
RespecTeen Program
William Gladden Foundation

▸Youth and Community-Based Programs

Active Parenting Publishers
B.L. Winch & Associates/Jalmar Press
Boys Town Press
Bureau for At-Risk Youth
California Office of the Attorney General, Crime and Violence Prevention Center
Center for Early Adolescence
Chariot Productions
Children's Creative Response to Conflict (CCRC)
Children's Defense Fund (CDF)
Educators for Social Responsibility (ESR)/Resolving Conflict Creatively Program (RCCP)
Empowering People Books, Tapes & Videos
Equal Partners: The Self-Esteem Institute
ETR Associates
Guidance Associates
HRM Video
Intermedia
John Marshall High School, Eagle's Wing Productions
National Association for Mediation in Education (NAME)
National Center for Education in Maternal and Child Health (NCEMCH)
National Clearinghouse for Alcohol and Drug Information (NCADI)
National Council of Juvenile and Family Court Judges
National Crime Prevention Council

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National Criminal Justice Reference Service (NCJRS)
National Dropout Prevention Center
National Educational Service
National Resource Center for Youth Services
National School Safety Center (NSSC)
New Mexico Center for Dispute Resolution (NMCDR)
NIMCO, Inc.
Pyramid Film & Video
Research Press
RespecTeen Program
Search Institute
U.S. Department of Education
WAVE (Work, Achievement, Values, & Education)
William Gladden Foundation

▸Parent Education Programs

Active Parenting Publishers
B.L. Winch & Associates/Jalmar Press
Boys Town Press
Bureau for At-Risk Youth
California Office of the Attorney General, Crime and Violence Prevention Center
Center for Early Adolescence
Chariot Productions
Children's Creative Response to Conflict (CCRC)
Children's Defense Fund (CDF)
Educators for Social Responsibility (ESR)/Resolving Conflict Creatively Program (RCCP)
Empowering People Books, Tapes & Videos
National Association for Mediation in Education (NAME)
National Center for Education in Maternal and Child Health (NCEMCH)
National Clearinghouse for Alcohol and Drug Information (NCADI)
National Crime Prevention Council
National Dropout Prevention Center
National Educational Service
The National PTA
National School Safety Center (NSSC)
New Mexico Center for Dispute Resolution (NMCDR)
NIMCO, Inc.
Parents Leadership Institute
Research Press
RespecTeen Program
Search Institute
Social Studies School Service
U.S. Department of Education

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Dean & Wallace 1995

William Gladden Foundation

▸Parents

Active Parenting Publishers
B.L. Winch & Associates/Jalmar Press
Boys Town Press
Empowering People Books, Tapes & Videos
National Center for Education in Maternal and Child Health (NCEMCH)
National Clearinghouse for Alcohol and Drug Information (NCADI)
The National PTA
Parents Leadership Institute
RespecTeen Program
Search Institute
U.S. Department of Education

▸Community Agencies/Government Offices

Active Parenting Publishers
California Office of the Attorney General, Crime and Violence Prevention Center
Children's Defense Fund (CDF)
Contra Costa County Prevention Program
John Marshall High School, Eagle's Wing Productions
National Center for Education in Maternal and Child Health (NCEMCH)
National Clearinghouse for Alcohol and Drug Information (NCADI)
National Council of Juvenile and Family Court Judges
National Crime Prevention Council
National Criminal Justice Reference Service (NCJRS)
National Dropout Prevention Center
National School Safety Center (NSSC)
NIMCO, Inc.
RespecTeen Program
Search Institute
U.S. Department of Education
WAVE (Work, Achievement, Values, & Education)

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CHAPTER 6: BEYOND GUIDEBOOKS AND CURRICULA: SOURCES OF TECHNICAL ASSISTANCE

Sometimes guidebooks and print materials aren't enough to help community agents in their work; there are occasions when more in-depth, personal support is needed. The following sources represent some of the technical assistance that is available, although in no way do they represent an exhaustive list. These resources are a starting point and do not necessarily indicate superior value over other sources not mentioned.

Brief contact information is provided next to each organization's name; the page number refers to the page in Chapter 7, the Master Directory, where full contact information can be found. In some cases, contact names and/or phone numbers were unavailable.

Organization: *California Office of the Attorney General, School/Law Enforcement Partnership*, Sacramento; (916) 324-7863; p.90

Focus: The partnership is jointly administered by the California Department of Education and the California Attorney General's Office. It is composed of up to 100 professionals from education, law enforcement, and the community who provide technical assistance, training, and consultation to California schools, law enforcement agencies, and community organizations wishing to reduce school-related crime, truancy, alcohol/other drug abuse, child abuse, and other school problems. Technical services and program planning/development are free; they can be available to other states as well.

Organization: *Center for Early Adolescence*, Carrboro, North Carolina; (919) 966-1148; p.90

Focus: Provides consultation and technical assistance on curriculum development, middle-grades school reform, program design, staff continuing education, collaboration with other community resources, evaluation, and policy development. Also offers training, both standardized and custom, for youth-serving professionals and volunteers.

Organization: *Center to Prevent Handgun Violence*, Washington, D.C.; (202) 289-7319; p.90

Focus: The center helps local and municipal school districts with staff training, implementation strategies of the STAR Curriculum, use of video and discussion guides about gun violence prevention, and fundraising to cover the costs of its services.

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Organization: *Center for the Study and Prevention of Violence*, Boulder, Colorado; (303) 492-1032; p.90

Focus: Technical assistance services address such issues as how to design and implement an evaluation of program effectiveness in reducing levels of violence; how to write grant proposals to fund long-term evaluations; how to implement experimental designs in natural settings; and questions about the collection, analysis, and interpretation of research findings.

Organization: *Community Board Program*, San Francisco, California; (415) 552-1250; p.91

Focus: Onsite training and consulting designed to introduce, establish, and adapt conflict manager and peer mediation programs for schools and juvenile facilities. Training can integrate issues on cultural diversity and prejudice reduction into the conflict manager's program. Services are available on an ongoing basis to provide further program planning and advanced conflict resolution applications. Other training and consultation models involve the "Whole School Approach," integrating citywide conflict resolution, and organizing youth to negotiate with adult constituencies.

Organization: *EDTEC (Education, Training & Enterprise Center)*, Camden, New Jersey; (609) 342-8277; p.91

Focus: Technical advice and onsite assistance to community programs, housing authorities, schools, and other youth service projects interested in offering youth positive employment alternatives. Also organizes training conferences.

Organization: *Massachusetts Center for Action, University of Massachusetts, Cooperative Extension Service*, Amherst; (413) 545-5019; p.93

Focus: Provides training and advisory services to program practitioners, policymakers, and community leaders who wish to learn and implement the Master Teacher in Family Life Program, a participatory approach to identify and train natural leaders within communities.

Organization: *National Association for Mediation in Education (NAME)*, Amherst, Massachusetts; (413) 545-2462; p.93

Focus: Referrals and technical assistance to existing conflict resolution/mediation programs as well as to those just beginning. Every year, the "Resource Guide for Selecting a Trainer" is updated, providing current information about trainers. Also organizes annual conference.

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Organization: *National Center for Education in Maternal and Child Health (NCEMCH)*, Arlington, Virginia; (703) 524-7802, Esha Bhatia or Diane Doherty; p.93

Focus: Coordinated efforts of staff to provide information, education, and technical assistance to foundations, organizations, and agencies concerned with maternal and child health issues and priorities. Assistance focuses on program initiatives, trainings, publication of educational/policy/promotional materials, meetings, and conferences, which draw on the center's reference collection, bibliographic database, databases of professionals and organizations, and national online information resources. 1) The National Resource Center for Health and Safety in Child Care maintains a database of resources, including a directory of organizations and descriptions of health education curricula for early childhood education. 2) The Children's Safety Network, a national network for child and adolescent injury and violence prevention, is supported by the center. It offers injury and violence prevention strategies to maternal and child health services, programs, and organizations through technical assistance. The network develops injury surveillance systems; collects, analyzes, and applies injury data to specific program needs; designs, implements, and evaluates interventions; develops materials; identifies tools to integrate injury prevention into health services and communities; and conducts site visits, presentations, and professional trainings.

Organization: *National Council on Crime and Delinquency*, San Francisco, California; (415) 896-6223; p.94

Focus: Research studies and technical assistance to schools, juvenile facilities, court systems, and juvenile offender programs for the purpose of improving service delivery, strengthening/creating programs, evaluating services, developing models, and preventing delinquency.

Organization: *National Council of Juvenile and Family Court Judges, Center for Juvenile Justice*, Reno, Nevada; 1-800-527-3223; p.94

Focus: As a national repository of more than 10 million computerized juvenile court case records, the center is able to provide technical assistance to juvenile justice professionals on such topics as model programs, facilities design, program planning and evaluation, and development of management information systems.

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Organization: *National Crime Prevention Council (NCPC)*, Washington, D.C.; (202) 466-6272; p.94

Focus: Training and technical assistance to communities interested in developing crime prevention strategies; advice is offered on whether NCPC initiatives are suitable for particular areas. Available project start-up assistance involves consultation on: community mobilization strategies, the coordination of K-12 initiatives, and building local partnerships. The Council can offer referrals that allow for the accessing of other community programs and experts.

Organization: *National Criminal Justice Reference Service (NCJRS)*, Rockville, Maryland; 1-800-638-8736; p.94

Focus: Information specialists offer referral services, technical assistance, grant writing expertise, and training. They utilize the resources from five government offices: National Institute of Justice (NIJ), Office of Juvenile Justice & Delinquency Prevention (OJJDP), Bureau of Justice Assistance (BJA), Office for Victims of Crime, and Bureau of Justice Statistics. Since the National Youth Gang Information Center was absorbed into NCJRS, specialists can also make referrals from a database of contact information on gang-related professionals in a variety of fields (e.g., gang experts, consultants, trainers, conferences), as well as assist in locating information needed to address community gang problems.

Organization: *National Dropout Prevention Center*, Clemson, South Carolina; (803) 656-2599; p.94

Focus: Provides technical assistance in developing and submitting proposals, planning and implementing staff development activities, program planning and evaluation, setting up mentoring and service learning programs, and broadening collaborative efforts.

Organization: *National Network for Collaboration*, nationwide; see p.94 for local contact

Focus: Assist communities in building collaborations at the grassroots, formal agency, and organizational levels. Services include resource database, consultation, teaching/training, information sharing, evaluation expertise, and facilitation of collaborations.

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Organization: *National Resource Center for Youth Services*, Tulsa, Oklahoma; (918) 585-2986, TeRessa Kaemmerling; p.95

Focus: Provides technical assistance to agencies and organizations on program and policy development issues related to at-risk youth and their families. Sample services include curriculum development, management training, program assessment and evaluation, strategic planning, developing effective nonprofit boards, and conference planning.

Organization: *National School Safety Center*, Westlake Village, California; (805) 373-9977; p.95

Focus: Technical assistance is provided to local school districts and communities wishing to develop customized safe school training and planning programs. Onsite assistance and training are available to school districts facing major crises or specific safety problems.

Organization: *New Mexico Center for Dispute Resolution*, Albuquerque; (505) 247-0571; p.95

Focus: Provides onsite training and technical assistance to schools, youth agencies (local and state), juvenile justice facilities, businesses, and other public and private agencies. Services relate to school mediation, mediation in youth corrections and residential settings, parent/child mediation, victim/offender mediation, mediation and conflict resolution for gang-involved youth, violence prevention curriculum, collaboration between youth and community mediation agencies, and comprehensive juvenile court mediation programs.

Organization: *Ohio Center for Action on Coalition Development, The Ohio State University, Cooperative Extension Service*, Columbus; (614) 292-0202, Richard Clark; p.95

Focus: Provides telephone consultation for individual community needs pertaining to coalition building. The center also provides training for state and/or community teams interested in coalition formation and maintenance. It arranges visits to existing coalition sites in Ohio and can match Ohio State University faculty members with a community and/or state team for the purpose of providing one-on-one consultation.

Individual: *Officer Paul Poole, Training/Education specialist with Aurora, Colorado Police Department, Gang Intervention Unit*, Aurora; (303) 341-8663; p.89

Focus: Presentations on gang awareness and youth violence prevention/intervention; audiences generally include communities, law enforcement agencies, and youth.

Organization: *Regional Centers for Drug-Free Schools and Communities, U.S. Department of Education*, nationwide; see p.96 for regional contact

Focus: Provide training, technical assistance, planning (program coordination and evaluation), and informational resources to schools and communities interested in developing strategies to prevent the use of alcohol, tobacco, and other drugs as well as information on gang awareness and violence prevention. The centers generally works with school administrators and other staff, faculty in institutions of higher education, community leaders, and state and local decision makers/policymakers.

Organization: *Search Institute*, Minneapolis, Minnesota; 1-800-888-7828, Jan Mills; p.97

Focus: Technical assistance and consultants for communities interested in forming citywide partnerships to promote asset building in youth. Services can include needs assessment, visionary planning, systems change, information gathering, partnership/coalition building, leadership development, and evaluation. Also provides forms ("Profiles of Student Life") and data analysis to schools/communities interested in gathering baseline data on the assets, deficits, and at-risk behaviors of 6th- to 12th-grade youth.

Organization: *Threat Assessment Consortium*, various states; see p.98 for local contact

Focus: This association of professionals with experience in criminal justice, forensics, education, and health provides training and consulting services. Trainings involve analyzing/profiling occultic homicides, basic gang identification/awareness, cultural issues of crime and violence, crime-reporting issues, gang subculture, extremist groups/cults, gang-related behavior, and female violence. Consulting services cover evaluation of policy and procedure, problem assessment, and program development.

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Individual: *Greg Zavala, gang specialist with California Departments of Justice & Education, Stockton Unified School District*, Stockton, California; (209) 951-1887; p.97

Focus: Consults on gang awareness and prevention; trains law enforcement in POST (Police Officers and Standards Training).

CHAPTER 7: MASTER DIRECTORY OF ORGANIZATIONS REFERENCED

Please note that the last line of every entry lists all pages where the organization and its resources are discussed.

Academy for Educational Development
Center for Youth Development and Policy Research
1875 Connecticut Avenue, NW
Washington, DC 20009
(202) 884-8267/(202) 884-8334
p.13

ACTA Publications
4848 N. Clark St.
Chicago, IL 60640
1-800-397-2282/(312) 271-1030
p.12

Active Parenting Publishers
810 Franklin Court, Suite B
Marietta, GA 30067
1-800-825-0060
p.53

Alternative Resources
2848 Longhorn Street
Ontario, CA 91761
1-800-879-0219
p.40

American Psychological Association
Public Interest Initiatives
750 First Street NE
Washington, D.C. 20002-4242
1-800-374-2721
p.47

Anti-Defamation League
823 United Nations Plaza
New York, NY
(212) 885-7800
p.47

Aurora Police Department
15001 East Alameda Drive
Aurora, CO 80012
Officer Paul Poole, Gang Intervention Specialist
(303) 341-8663
pp.28,86

Big Brothers/Big Sisters of America
230 North 13th St.
Philadelphia, PA 19107
(215) 567-7000
p.19

B.L. Winch & Associates/Jalmar Press
2675 Skypark Dr., Suite 204
Torrance, CA 90505
1-800-662-9662/(310) 784-0016
p.54

Boys Town Press
Father Flanagan's Boys' Home
13603 Flanagan Blvd.
Boys Town, NE 68010
1-800-282-6657/ (402) 498-3200
p.54

Bureau of Alcohol, Tobacco, and Firearms
P.O. Box 50418
Washington, DC 20091-0418
1-800-726-7070/(202) 927-8329
p.35

Bureau for At-Risk Youth
645 New York Avenue
Huntington, NY 11743
1-800-999-6884
p.55

California Department of Education
721 Capitol Mall; P.O. Box 944272
Sacramento, CA 94244-2720
1-800-995-4099/(916) 445-1260
pp.7,39,41

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California Offender Program Services, Inc.
P.O. Box 1122
Soquel, CA 95073
Bill Smith/James Criswell, Directors
(408) 479-8545
p.29

California Office of the Attorney General
Crime and Violence Prevention Center;
School/Law Enforcement Partnership
P.O. Box 944255
Sacramento, CA 94244-2550
(916) 324-7863/(916) 657-2989
pp.19,56,81

California Office of Criminal Justice Planning
Gang Violence Suppression Branch
1130 K St., Suite 300
Sacramento, CA 95814
Stan Harkness
(916) 322-3067
pp.14,16,42

California Park and Recreation Society
P.O. Box 161118
Sacramento, CA 95816
(916) 446-2777
p.19

California State PTA
930 Georgia St., P.O. Box 15015
Los Angeles, CA 90015
(213) 620-1100
p.8

California Tomorrow
Fort Mason Center, Building B
San Francisco, CA 94123
(415) 441-7631
p.15

Center for Civic Education
5146 Douglas Fir Rd.
Calabasas, CA 91302-1467
1-800-350-4223/(818) 591-9321
p.46

Center for Early Adolescence
University of North Carolina at Chapel Hill
D-2 Carr Mill Town Center
Carrboro, NC 27510
(919) 966-1148
pp.56,81

Center to Prevent Handgun Violence
1225 Eye St., NW, Suite 1100
Washington, DC 20005
(202) 289-7319
pp.42,81

Center Source Publications
305 Tesconi Circle
Santa Rosa, CA 95401
(707) 577-8233
p.45

Center for the Study and Prevention of Violence
Institute of Behavioral Science
University of Colorado
Campus Box 442
Boulder, CO 80309-0442
(303) 492-1032
pp.24,82

CHAMPS Peer Leadership, Inc.
14425 N. Scottsdale Rd., Suite 400
Scottsdale, AZ 85254-3449
(602) 991-9110
p.30

Chariot Productions
2819 3rd St.
Boulder, CO 80304
1-800-477-5128
p.57

Children's Creative Response to Conflict Program (CCRC)
Fellowship of Reconciliation
Box 271, 523 North Broadway
Nyack, NY 10960
(914) 353-1796
p.57

Children's Defense Fund (CDF)
Safe Start Campaign
Black Community Crusade for Children
25 E St. NW
Washington, DC 20001
1-800-ASK-BCCC for BCCC materials
(202) 662-3652 for publications list
(202) 662-3589 for Children's Sabbath information
(202) 662-3660 for Child Watch Visitation Program information
(202) 662-3524 for Beat the Odds information
Molly Mohler, Project Staff, with other questions
(202) 628-8787
pp.20,58

Colorado State University
Cooperative Extension Service
DARE to Be You Program
136 Aylesworth Hall NW
Fort Collins, CO 80523
(303) 491-6421
pp.6,32

Committee for Children
2203 Airport Way South, Ste. 500
Seattle, WA 98134-2027
1-800-634-4449/(206) 343-1223
p.42

Community Board Program
1540 Market St., Suite 490
San Francisco, CA 94102
(415) 552-1250
pp.31,82

Contra Costa County Health Services Department
Prevention Program
75 Santa Barbara Rd.
Pleasant Hill, CA 94523
(510) 646-6511
pp.6,59

D.A.R.E. America
P.O. Box 2090
Los Angeles, CA 90051-0090
1-800-223-DARE
p.32

EDTEC (Education, Training & Enterprise Center)
309 Market St., Suite 302
Camden, NJ 08102
(609) 342-8277
pp.38,82

Education Development Center, Inc.
55 Chapel St.
Newton, MA 02158-1060
Ronnie DiComo or Sherry Tighe
(617) 969-7100
pp.20,46

Educators for Social Responsibility
23 Garden St.
Cambridge, MA 02138
1-800-370-2515/(617) 492-1764
p.59

Empowering People Books, Tapes & Videos
P.O. Box B
Provo, UT 84603
1-800-456-7770
p.60

Equal Partners: The Self-Esteem Institute
14526 Banquo Terrace
Silver Spring, MD 20906-2677
1-800-438-0081/(301) 438-0082
p.60

ERIC Clearinghouse on Urban Education
Institute for Urban and Minority Education
Box 40, Teachers College, Columbia University
New York, NY 10027
(212) 678-3433
p.20

ETR Associates
P.O. Box 1830
Santa Cruz, CA 95061-1830
(408) 438-4060
p.61

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Family Development Program,
University of California,
Cooperative Extension Service
College of Natural Resources
101 Giannini Hall
Berkeley, CA 94720
(510) 642-2608/(510) 642-2612
p.33

Family & Relationship Center
P.O. Box 1066
La Jolla, CA 92038
1-800-454-5644
p.21

Family Research Council
700 Thirteenth St. NW, Suite 500
Washington, DC 20005
(202) 393-2100
p.45

Foster City Police Department
1030 E. Hillsdale Blvd.
Foster City, CA 94404
Bruce Tognetti
(415) 574-5555
p.43

Guidance Associates
P.O. Box 1000
Mount Kisco, NY 10549-0010
1-800-431-1242
p.61

Guilford Publications, Inc.
72 Spring St.
New York, NY 10012
1-800-365-7006/(212) 431-9800
pp.31,43

HandsNet
20195 Stevens Creek Blvd., Suite 120
Cupertino, CA 95014
(408) 257-4500
p.24

HRM Video
175 Tompkins Ave.
Pleasantville, NY 10570
1-800-431-2050/(914) 769-7496
p.62

Institute for Children, Youth, and Families
Michigan State University,
Cooperative Extension Service
Two Paolucci Building
East Lansing, MI 48824-1030
Daniel Perkins, Project Manager
(517) 353-6617
p.11

Institute for Educational Leadership
1001 Connecticut Ave., NW, #310
Washington, DC 20036
(202) 822-8405
p.18

Intermedia
1300 Dexter Ave. North
Seattle, WA 98109
1-800-553-8336
p.62

Iowa State University,
Cooperative Extension Service
33 Curtiss Hall
Ames, IA 50011
Donald Goering, 4-H youth specialist
(515) 294-1017
p.35

John Marshall High School
Eagle's Wing Productions
4141 North 64th St.
Milwaukee, WI 53216-1108
John Holmes, Head Teacher, Advanced
Communications Media Program
(414) 461-8830
p.63

Kansas State University,
Cooperative Extension Service
4-H Youth Programs
201 Umberger Hall
Manhattan, KS 66506-0124
(913) 532-5773/(913) 532-5800
pp.34,38

Kristi Thaemlitz
McDonald Middle School
2015 Foundary Dr.
Katy, TX 77493
p.36

Los Angeles County Sheriff's Department
4700 Ramona Blvd., Suite 452
Monterey Park, CA 91754-2169
Natalie Salazar, Director of Community/Law Enforcement Partnership Programs
(213) 526-5015
p.16

Los Angeles Unified School District
Purchasing Branch
P.O. Box 2298
Los Angeles, CA 90051
(213) 742-7134/(213) 625-6000
p.38

Massachusetts Center for Action University of Massachusetts, Cooperative Extension Service
203 Skinner Hall
Amherst, MA 01003-6910
Marge Slinski, Extension Specialist
(413) 545-5019
p.82

Massachusetts Department of Public Health Adolescent Violence Prevention Program
Injury Prevention and Control Resource Library
150 Tremont St., Third Floor
Boston, MA 02111
(617) 727-1246
p.7

Michigan State University, Cooperative Extension Service
6H Berkey Hall
East Lansing, MI 48824-1111
Janet Olsen, Program Leader
(517) 355-0180
p.6

Milestone Media, Inc.
3463 State St., Suite 284
Santa Barbara, CA 93105
Brett Hodges, Producer
(805) 682-6706
p.30

Minneapolis Park & Recreation Board
200 Grain Exchange
400 South 4th St.
Minneapolis, MN 55415-1400
(612) 661-4875
p.7

National Academy Press
2101 Constitution Ave., NW, Lockbox 285
Washington, DC 20418
1-800-624-6242/(202) 334-3313
p.46

The National Assembly of National Voluntary Health and Social Welfare Organizations
1319 F St. NW, Suite 601
Washington, DC 20004
(202) 347-2080
p.13

National Association for Mediation in Education (NAME)
205 Hampshire House, Box 33635
Amherst, MA 01003-3635
(413) 545-2462
pp.63,82

National Center for Education in Maternal and Child Health
Children's Safety Network
Georgetown University
2000 15th St. North, Suite 701
Arlington, VA 22201
Esha Bhatia/Diane Doherty
(703) 524-7802
pp.14,64,83

National Center for Injury Prevention and Control Centers for Disease Control and Prevention
4770 Buford Highway NE, Mail Stop F36
Atlanta, GA 30341
(404) 488-4646
p.16

National Clearinghouse for Alcohol and Drug Information (NCADI)
P.O. Box 2345
Rockville, MD 20847-2345
1-800-729-6686
pp.24,64

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National Council on Crime and Delinquency (NCCD)
685 Market, Suite 620
San Francisco, CA 94105
(415) 896-6223
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National Council of Juvenile and Family Court Judges
P.O. Box 8970
Reno, NV 89507
1-800-527-3223/(702) 784-6012
pp.65,83

National Crime Prevention Council
1700 K St. NW, 2nd Floor
Washington, DC 20006-3817
(202) 466-6272
pp.17,21,31,65,84

National Criminal Justice Reference Service (NCJRS)/Juvenile Justice Clearinghouse
P.O. Box 6000
Rockville, MD 20850
1-800-638-8736
(301) 251-5500, questions/material requests
(301) 738-8895, bulletin board
pp.25,66,84

National Dropout Prevention Center
Clemson University
205 Martin Street
Clemson, SC 29634-5111
(803) 656-2599
pp.25,67,84

National Educational Service
1610 W. 3rd St., P.O. Box 8
Bloomington, IN 47402
1-800-733-6786
pp.6,67

National 4-H Council
Supply Service
7100 Connecticut Avenue
Chevy Chase, MD 20815-4999
(301) 961-2940
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National Network for Collaboration Cooperative Extension Service
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Lanston University, Flossie Thurston (405) 466-3836

Michigan State University, Daniel Perkins (517) 353-6617

Pennsylvania State University, B. Alan Snider (814) 863-2695

Purdue University, Juanita Russell (812) 275-7355

The Ohio State University, Richard Clark (614) 292-0202

Oregon State University, Teresa Hogue (503) 388-8361

University of Guam, Ted Lyechad (671) 734-2575

University of Illinois, Jeff Miller (217) 333-0913

University of Massachusetts, Marge Slinski (413) 545-5019

University of Vermont, Ellen Rowe (802) 676-3900

Washington State University
Amo Bergstrom (206) 591-7180

Extension Service/U.S. Department of Agriculture, Jane Schuchardt (202) 720-6079

The National PTA
330 North Wabash, Suite 2100
Chicago, IL 60611
(312) 549-3253 for orders
(312) 670-6782, Victoria Duran, Health & Welfare Program Manager, for questions
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National Resource Center for Youth Services
University of Oklahoma
202 West Eighth
Tulsa, OK 74119-1419
TeRessa Kaemmerling, Program Supervisor
(918) 585-2986
pp.69,85

National School Boards Association
1680 Duke St.
Alexandria, VA 22314-3493
1-800-706-6722/(703) 838-6722
pp.21,28,33

National School Safety Center
Pepperdine University
4165 Thousand Oaks Boulevard, Ste 290
Westlake Village, CA 91362
(805) 373-9977
pp.69,85

Neighborhood Reinvestment Corporation
1325 G Street, NW, Suite 800
Washington, DC 20005
Esmail Baku, Associate Director, Research and Information Services
(202) 376-2400/(202) 376-2390 for orders from Debra Kency
p.48

New Haven Unified School District
34200 Alvarado Niles Road
Union City, CA 94587
Joe Angeles, Coordinator
(510) 471-2520, ext. 5141
p.34

New Mexico Center for Dispute Resolution
620 Roma NW, Suite B
Albuquerque, NM 87102
(505) 247-0571
pp.70,85

NIMCO, Inc.
P.O. Box 9
117 Hwy 815
Calhoun, KY 42327-0009
1-800-962-6662
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Ohio Center for Action on Coalition Development
The Ohio State University, Cooperative Extension Service
203 Agricultural Administration Building
2120 Fyffe Rd.
Columbus, OH 43210
Richard Clark, 4-H Extension Specialist
(614) 292-0202
pp.12,85

Ohio State University, Cooperative Extension Service
East District Office
16714 State Route 215
Caldwell, OH 43724
(614) 732-2381
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Orange County Department of Education
200 Kalmus Dr., P.O. Box 9050
Costa Mesa, CA 92628-9050
Daria Waetjen--YES curriculum
Jackie Perry--Operation Safe Schools
(714) 966-4000
p.41

Parents Leadership Institute
P.O. Box 50492
Palo Alto, CA 94303
(415) 424-8687
p.71

Pat Huggins
ASSIST Program
7024 N. Mercer Way
Mercer Island, WA 98040
(206) 232-9487
p.28

PEACE GROWS, Inc.
Humanity House
513 W. Exchange St.
Akron, OH 44302
John Looney, President
(216) 864-5442
p.6

Placer County Office of Education
Peer Court
360 Nevada St.
Auburn, CA 95603-3779
Karen Green, Peer Court Coordinator
(916) 663-4556/(916) 889-8020
p.40

Public Affairs Television
356 W. 58th St.
New York, NY
Doris Lang Thomas
(212) 560-6974
p.22

Pyramid Film & Video
P.O. Box 1048
Santa Monica, CA 90406
1-800-421-2304
p.71

Regional Centers for Drug-Free Schools and Communities
U.S. Department of Education
pp.8,86

Northeast Regional Center:
12 Overton Aven.
Sayville, NY 11782
(516) 589-7894

Southeast Regional Center:
Spencerian Office Plaza
University of Louisville
Louisvile, KY 40292
(502) 852-0052

Midwest Regional Center:
1900 Spring Road
Oak Brook, IL 60521
1-800-252-0283/(708) 571-4710

Southwest Regional Center:
The University of Oklahoma
555 Constitution, Suite 138
Norman, OK 73037-0005
1-800-234-7972

Western Regional Center:
101 SW. Main St., Suite 500
Portland, OR 97204
(503) 275-9480

Regional Educational Laboratories
U.S. Department of Education
pp.8,22,23,41

Northeastern Region: The Regional Laboratory for Educational Improvement of the Northeast and Islands (Puerto Rico and Virgin Islands)
300 Brickstone Square, Suite 900
Andover, MA 01810
1-800-347-4200

Mid-Atlantic Region: Research for Better Schools
444 North Third St.
Philadelphia, PA 19123
(215) 574-9300

Appalachia Region: Appalachia Educational Laboratory
Distribution Center
P.O. Box 1348
Charleston, WV 25325
1-800-624-9120

Southeastern Region: SouthEastern Regional Vision for Education
P.O. Box 5367
Greensboro, NC 27435
1-800-755-3277

Southwestern Region: Southwest Educational Development Laboratory
211 East Seventh St.
Austin, TX 78701
(512) 476-6861

Central Region: Mid-continent Regional Educational Laboratory
2550 South Parker Rd., Suite 500
Aurora, CO 80014
(303) 337-0990

Midwestern Region: North Central Regional Educational Laboratory
1900 Spring Road, Suite 300
Oak Brook, IL 60521
(800) 356-2735/(708) 571-4700

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Northwestern Region: Northwest Regional Educational Laboratory
101 S.W. Main St., Suite 500
Portland, OR 97204
1-800-547-6339/(503) 275-9500

Western Region: Far West Laboratory for Educational Research and Development
730 Harrison St.
San Francisco, CA 94107-1242 (415) 565-3000

Pacific Region: Pacific Region Educational Laboratory
828 Fort Street Mall, Suite 500
Honolulu, HI 96813
(808) 533-6000

Research Press
Department 95, P.O. Box 9177
Champaign, IL 61826
(217) 352-3273
pp.27,34,72

Resolving Conflict Creatively Program
National Center
163 Third Avenue #103
New York, NY 10003
(212) 387-0225
p.59

RespecTeen
Lutheran Brotherhood
625 Fourth Ave. S.
Minneapolis, MN 55415
1-800-888-3820
p.72

San Diego County Office of Education
6401 Linda Vista Rd.
San Diego, CA 92111-7399
Wayne Sakamoto, Gang Prevention/Intervention Coordinator
(619) 292-3569
p.17

Sanford Dornbusch
Department of Sociology
Stanford University
Palo Alto, CA 94305
(415) 725-2495
p.37

Search Institute
Thresher Square West
700 South Third St., Suite 210
Minneapolis, MN 55415
Jan Mills, resources
1-800-888-7828
pp.14,73,86

Senate Judiciary Committee
U.S. Senate Committee on the Judiciary
Washington, DC 20510
(202) 224-5225
p.23

Social Studies School Service
10200 Jefferson Boulevard
P.O. Box 802
Culver City, CA 90232-0802
1-800-421-4246/(310) 839-2249
p.73

Southern Poverty Law Center
Teaching Tolerance
400 Washington Ave.
Montgomery, AL 96104
(205) 264-0286
p.45

Stockton Unified School District
701 North Madison St.
Stockton, CA 95202-1687
Greg Zavala, Gang Specialist
(209) 951-1887/546-5880 pager
pp.43,87

Talking with TJ
1002 N. 42nd St.
Omaha, NE 68131-9834
1-800-673-3785
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